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**GENRE ANALYSIS OF BOOK REVIEWS  
IN ENGLISH AND SPANISH: A LOOK AT  
RHETORICAL MOVES AND APPRAISAL**

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## **TABLE OF CONTENTS**

<b>ACKNOWLEDGEMENTS.....</b>	<b>i</b>
<b>LIST OF TABLES .....</b>	<b>iii</b>
<b>LIST OF FIGURES .....</b>	<b>iv</b>
<b>ABSTRACT .....</b>	<b>v</b>
<b>1. INTRODUCTION AND LITERATURE REVIEW.....</b>	<b>1</b>
1.1. Genre and Rhetorical Moves .....	2
1.2. Appraisal Theory .....	7
<b>2. RESEARCH QUESTIONS AND METHODOLOGY .....</b>	<b>12</b>
<b>3. RESULTS.....</b>	<b>15</b>
3.1. Macrostructural Analysis: English-Language Corpus.....	15
3.2. Macrostructural Analysis: Spanish-Language Corpus .....	24
3.3. Attitude Markers.....	33
4.3.1. Appreciation .....	34
4.3.2. Judgement.....	42
4.3.3. Affect.....	46
<b>4. DISCUSSION AND CONCLUSIONS .....</b>	<b>50</b>
<b>5. REFERENCES.....</b>	<b>59</b>
Appendix 1. Bibliographical information .....	61
Appendix 2. Word counts .....	65

## LIST OF TABLES

Table 1. Rhetorical moves. English-language BRs (Motta-Roth, 1998: 35).....	4
Table 2. Rhetorical moves. Spanish-language BRs (López Ferrero, 2015: 271). .....	8
Table 3. Types of evaluation in the English-language sub-corpus.....	16
Table 4. Book reviews containing moves 1 to 4 in the English sub-corpus.....	17
Table 5. Rhetorical framework for BR JoP 3. ....	18
Table 6. Summary of sub-functions within <i>Move 1</i> (English sub-corpus).....	20
Table 7. Evaluation types in the English and Spanish-language sub-corpora.....	25
Table 8. Rhetorical framework with omitted move in the Spanish sub-corpus. ....	25
Table 9. Distribution of evaluation within BRs (Spanish sub-corpus).....	27
Table 10. Number of samples of attitude markers.....	34

## LIST OF FIGURES

Figure 1. Overview of the appraisal system (Martin & White, 2005: 38).....	11
Figure 2. Merger of synthesis and evaluation (DS 1, DS 2, DS 3, JoP 2).....	18
Figure 3. Moves in the Spanish-language framework (López Ferrero, 2015: 271).....	24
Figure 4. Plan of rhetorical moves for RSEL 1. ....	26
Figure 5. Variation within sub-function 2 (Spanish-language sub-corpus).....	28
Figure 6. Detailed plan of sub-functions for <i>Move 1</i> (RSEL 2). ....	29
Figure 7. Synthesis-evaluation cycle in book reviews. ....	52

## ABSTRACT

Previous studies on book reviews (BRs) have overlooked the interplay between appraisal and rhetorical moves from a cross-linguistic point of view. Seeking to fill this gap, our study examines evaluation of academic sources in English and Spanish BRs. A corpus of eighteen BRs (9 in English and 9 in Spanish) has been collected from high impact journals in applied linguistics. Our analysis has been carried out at two levels: a description of rhetorical moves drawing on separate frameworks for each sub-corpus and a microstructural analysis of attitude markers based on appraisal theory. We hypothesize variations in Spanish and English in the composition of moves and differences in how appraisal is expressed in each language.

Our results suggest the existence of two macrostructural trends in BRs. In the first trend, the evaluation appears at the end of the reviews. In the second trend, synthesis and evaluation are merged in a cyclical fashion, involving evenly distributed evaluation. Concerning appraisal, Spanish-language BRs avoid negative evaluation, typified by positive attitude markers. English BRs, on the other hand, develop a more critical tone reflected in the use of positive and negative markers.

This study has found structural variations within the rhetorical moves of the BR genre and it has offered evidence of different approaches to expressing evaluation in Anglo-Saxon and Spanish-speaking academic cultures. Our findings will enrich the understanding of the BR genre and provide real models for academic scholars for whom English and Spanish are their second languages.

**Keywords:** Book reviews, appraisal, attitude markers, genre, contrastive rhetoric

## 1. INTRODUCTION AND LITERATURE REVIEW

Starting in the 1960s, the teaching of English for Specific Purposes (ESP) and English for Academic Purposes (EAP) have grown to be two of the most important areas in the teaching of the English language. Diverse areas of knowledge have called on ELT to devise methodologies that allow trainees to effectively cope with the particular demands of their professions (Hutchinson & Waters, 1987: 7). Among the abilities that professionals in training require to engage in international scholarship exchanges, writing ranks as one of the hardest skills to master. Salmani Nodoushan and Montazeran (2012: 2) consider that the difficulty arises from a lack of familiarity with the standard text structures of each profession. Thus, many non-native professionals are excluded from academia because of their inexperience with the writing conventions of their professional communities. It is undeniable that genre analysis holds great promise to assist professionals in developing academic writing. Motta-Roth (1998: 30-31) highlights the importance of training readers to identify the structure and functions of book reviews as a way to enhance the process of materials selection in higher education courses.

Scholars in formation often fail to achieve communicative objectives due to an incomplete knowledge of the generic conventions of their field of study. The analysis of the characteristics and rhetorical tools of academic texts, therefore, fulfills a social function inasmuch as it provides inexperienced writers with the discursive tools that they need to participate in academia. Bhatia lends support to the pedagogical and social functions of genre analysis. The author argues that an important application of generic description is the production of *models*, which should be understood as “a representative, typical, or ideal example of a generic construct as input for learners to



analyze, understand and to exploit in their writing to innovate and respond to novel situations.” (Bhatia, 2002: 5). The author goes on to expand the application of genre analysis to include genres seen as *resources*. In this case, the focus moves away from the basic textual description to integrate the procedures, practices, and conventions that are meaningful to a specific socio-rhetorical context (Bhatia, 2002: 5).

## 1.1. Genre and Rhetorical Moves

In a pioneering study, Motta-Roth (1998) analyzed the rhetoric macrostructure of English-language book reviews in the fields of economics, linguistics, and chemistry. The researcher found that all the book reviews in her corpus had the following characteristics:

- 1) **A shared communicative purpose:** description and evaluation of recent publications in a given field;
- 2) **A specific discourse community:** professionals who perform certain roles in a social context (journal editors, reviewers, authors);
- 3) **A structured communicative event:** all the exemplars analyzed shared a basic structure.

Following Swales (1990: 58), a ‘genre’ is defined as a set of structured communicative events, driven by shared communicative purposes and performed by specific discourse communities. In view of the fact that the reviews in her study matched the generic features outlined by Swales (1990: 45-58), Motta-Roth went on to suggest that it was only logical for book reviews to be considered a separate genre.

So far, it is clear that book reviews have not received as much attention as other academic genres. They have often been dismissed as a minor genre in spite of its usefulness as the stepping stone onto more extensive and challenging academic genres (Salager-Meyer, Alcaraz Ariza & Pabón Berbesí, 2007: 1760-1761).

Let us now turn to the framework that will be used for the analysis of the book review structures in this study. The rhetorical framework that characterizes the review may be described by means of four main moves and their corresponding sub-functions. Swales defines a **move** as follows:

A stretch of discourse (extending for one or more sentences) that realizes a specific communicative function and represents a stage in the development of an overall structure of information that is commonly associated with the genre (Swales, 1990: 140).

In the case of book reviews, “**outlining the book**” represents the second stage in the development of the overall structure of information connected with the genre. Moves, in turn, contain steps or sub-moves (henceforth *sub-functions*). These can be understood as lower level elements that blend to convey the information necessary for every move (Motta-Roth, 1998: 33-35; López Ferrero, 2015: 270-271). Table 1 shows the framework of moves and sub-functions for English-language book reviews.

In analyzing her results, Motta-Roth arrived at conclusions that may be of interest for the purpose of the present study. At the time of the project, the author found that book reviewing had a longer tradition in linguistics because books were also the preferred means of transmitting knowledge in this field. Moreover, in comparison with economics and chemistry journals, 70% of linguistics journals contained book review sections. In another key finding, Motta-Roth discovered that linguistics reviewers were in the habit of developing lengthy argumentations to support negative evaluation (Motta-Roth, 1998: 42). In fact, book reviews in linguistics were more critical than the reviews from other areas in the study and there were more explicit negative appraisals

which usually resulted in a final negative evaluation of the book as a whole (Motta-Roth, 1998: 50). This characteristic was confirmed by another study that examined the macrostructure of sixty Spanish-language book reviews in medicine and linguistics. The author found that linguistics reviews were not only longer and more critical but also gave more negative or neutral evaluations than the medicine reviews (López Ferrero, 2015: 273).

<b>Move 1: Introducing the book</b>		
<b>Sub-function 1</b>	Defining the general topic of the book	and/or
<b>Sub-function 2</b>	Informing about potential readership	and/or
<b>Sub-function 3</b>	Informing about the author	and/or
<b>Sub-function 4</b>	Making topic generalizations	and/or
<b>Sub-function 5</b>	Inserting book in the field	and/or
<b>Move 2: Outlining the book</b>		
<b>Sub-function 6</b>	Providing general view of the organization of the book	and/or
<b>Sub-function 7</b>	Stating the topic of each chapter	and/or
<b>Sub-function 8</b>	Citing extra-text material	
<b>Move 3: Highlighting parts of the book</b>		
<b>Sub-function 9</b>	Providing focused evaluation	
<b>Move 4: Providing closing evaluation of the book</b>		
<b>Sub-function 10A</b>	Definitely recommending/disqualifying the book	or
<b>Sub-function 10B</b>	Recommending the book despite indicated shortcomings	

Table 1. Rhetorical moves. English-language BRs (Motta-Roth, 1998: 35).

Up to this point, most of this survey of the literature has concerned itself with the features and structure of book reviews in English. The perspective now shifts to the

view of the genre in the Spanish-speaking academic community. In the Hispanic world, a review is known as “*reseña*” or “*recension*.” As stated by Moreno, Marthe & Rebolledo (2010: 26), a review is:

An expository-argumentative kind of text that is published in periodicals such as magazines, newspapers, and academic journals. It is written with the aim of describing, analyzing and critiquing an artistic event or a written work. A review combines information about the author and main ideas of the text with an assessment of the work from a reviewer’s own critical stance (p. 26).

In academia, book reviews are often part of reading reports. They are commonly assigned in college courses because they are straightforward ways to evaluate a student’s comprehension, reflection and synthesis skills (Moreno, Marthe & Rebolledo, 2010; Regueiro & Sáez, 2013). As pointed out by Motta-Roth above, Regueiro and Sáez (2013: 89) coincide that reviews offer junior researchers an invaluable opportunity to practice their writing abilities in a professional genre that is not as demanding as others. From time to time, however, senior scholars may also be the authors, especially when the book under review falls within the scholar’s academic interests or it has had a remarkable impact in the field.

Academic reviews do not follow a single pattern because the genre allows for “a wide range of approaches and variants” (Regueiro & Sáez, 2013: 89). Similarly, different cultures have different ways of expressing subjectivity in book reviews. For instance, in the Anglo-Saxon and Germanic world, criticism and rejection are much more frequent and expected than in Romance cultures, in which open criticism may be misconstrued as a direct threat rather than a dispassionate means of advancing academic debate (Alcaraz Ariza, 2008: 48; Regueiro & Sáez, 2013: 89). Concerning the types of reviews, Regueiro & Sáez (2013: 89) make a distinction between *literary reviews* and *academic* or *scientific reviews*. The literary review, which is subjective and impressionistic, is written for a general public, may have a literary flair, and aims to

sway the reader's decision to purchase (or not) new publications in the market. The *academic* or *scientific review*, on the other hand, is written for a specialized audience. Not unlike the literary review, the academic review reports on new publications in a specific field of knowledge, but it does so through a summary of the work and an objective evaluation from an expert's point of view. Whenever criticism is presented, it must be fair and thoroughly supported. The reviewer is expected to make use of a respectful and poised tone at all times, being wary of either exaggerated praise or severe disapproval (Moreno, Marthe & Rebolledo, 2010: 27).

Bearing in mind that this study has been conceived as a cross-cultural comparison of book reviews in English and Spanish, let us now consider a couple of studies that have investigated Spanish-language reviews in academic journals. The first study of this type was completed by Alcaraz Ariza. Based on a corpus of fifty book reviews in Spanish-written medical journals, the researcher analyzed the presence of expressions of praise from a socio-pragmatic point of view. In her introductory comments of this study, there are some theoretical reflections that are worth considering. In quoting Brown and Levinson, the author maintains that book reviews should be regarded, essentially, as an image-threatening act (Alcaraz Ariza, 2008: 39) because they are primarily concerned with judging the work done by others. According to the Systemic Functional Theory (Halliday, 2004: 29-31), reviews may be seen as performing two functions: an ideational function, through which a book is reviewed; and an interpersonal function, which establishes a connection between the reviewer and the reviewee. Gea Valor (2000: 57-61) offers an elucidating example of this latter function. In fulfilling his role, the reviewer is expected to discover shortcomings in the work under evaluation. However, he should also find a balance between negative and positive criticism to avoid being too harsh with the work of a colleague.

In a study that has been briefly considered earlier, López Ferrero (2015) also investigates Spanish-written book reviews in the areas of medicine and linguistics. She has studied the differences in the dialogue between the reviewer and the reviewee, and between these and the reader. Her results show that evaluation varies between the two disciplines in terms of the scientific criteria considered and that the linguistic and rhetorical devices used in each specialty are also different. Reviews, as a discursive practice, are a window into how knowledge is delivered to and assessed by a scientific community. Experts in every discipline resort to reviews in order to inform their reading choices and stay abreast of the developments in their areas of expertise. Therefore, the impact a review has on a scientific community is one of great significance. Reviewing is a sort of “conversation” between texts with a clear evaluative purpose by means of which the theories and claims of a text are rejected, validated, or even dogmatized (López Ferrero, 2015: 269-271).

In addition to defining essential characteristic of book reviews, López Ferrero devised a rhetorical framework for book reviews in Spanish. Her framework is based on the work done by Motta-Roth (1998) and Suárez & Moreno (2008). Just like Motta-Roth’s framework, López Ferrero’s framework is composed of four moves. The sub-functions, within moves 1 and 2 are distributed in a different fashion. This framework will be used as the basis for the analysis of the rhetorical moves of the Spanish-language sub-corpus. Table 2 presents an English translation of the framework.

## **1.2. Appraisal Theory**

Appraisal Theory is built on the foundation of Systemic Functional Linguistics (henceforth *SFL*). *SFL* is an approach that emphasizes the functions or “meaning-making potential of language”. The forms are considered ways of creating and

understanding meaning. Even though function is stressed in SFL, form still plays an essential role. Halliday, the creator of the SFL theory, explains that grammar should be seen as the study of meanings and how those meanings are expressed rather than a simple study of forms and what those forms mean (Halliday, 2004: 19-30).

<b>Move 1: Outline of the book reviewed</b>		
<b>Subfunction 1</b>	Introduction of the book.	or
<b>Subfunction 2</b>	Book description: discipline, theoretical framework, synthesis of the organization, preview of contents.	
<b>Move 2: Information about the author</b>		
<b>Subfunction 3</b>	Information about the author in connection with the book.	or
<b>Subfunction 4</b>	Author's prior works.	
<b>Move 3: Assessment of specific aspects of the book</b>		
<b>Subfunction 5</b>	Evaluation of strong and weak points of the book.	or
<b>Subfunction 6</b>	Comparison with other works by the author or with similar works in the field.	
<b>Move 4: Final evaluation of the book</b>		
<b>Subfunction 7</b>	Explicit recommendation or disqualification of the book.	or
<b>Subfunction 8</b>	Recommendation of the book despite its shortcomings.	or
<b>Subfunction 9</b>	Neutral conclusion or synthesis.	

Table 2. Rhetorical moves. Spanish-language BRs (López Ferrero, 2015: 271).

In SFL, meaning occurs in three levels interacting simultaneously. These levels are known as the *ideational*, *interpersonal* and *textual* metafunctions of language. First, the ideational level deals with interpreting experience. It intends to answer the questions: What is going on? Who is doing what to whom? Where, when, how and why is it being done? What is the logical relation of an event/state/perception to another? (Martin & White, 2005: 7-8). Secondly, **the interpersonal function** involves examining the relationships between the participants and the context in which they are. At this level, the main concern is with how social relations are negotiated, how people interact and what feelings are shared by the participants. The third level, the textual metafunction, considers the devices by means of which coherence and cohesion are attained in language. These textual resources allow for the flow of information by interconnecting ideational and interpersonal meanings (Lukin, 2012: chapter 1; Martin & Rose, 2007: 7-8; Martin & White, 2005: 7-12).

On the basis of the multidimensional framework outlined above, appraisal can be placed within the interpersonal system of discourse semantics. The **appraisal system** is a particular approach to describing and analyzing how language is used to evaluate, adopt stances, construct textual personas and manage interpersonal standings and relationships. It is concerned with how writers approve or criticize other writers, their works or their behaviors, and how writers form alliances with those who share these views and distance themselves from those who do not. It also studies the way attitudes, judgements and emotional responses are explicitly conveyed by texts. Moreover, the appraisal framework explores how the expression of such attitudes and judgements is carefully controlled in order to account for the possibility of challenge or contradiction from the text audience (Martin & White, 2005: 34-38; Martin & Rose, 2007: 17-29).



*Evaluation* is defined by Martin & Rose (2007: 26-42) and Martin & White (2005: 7-8, 33-37, 42-58) as a system dealing with appraisal in discourse; that is to say, concerned with those meanings which vary the terms of the speaker's engagement with their utterances, what is at stake interpersonally both in individual utterances and as the texts unfolds as a whole. The system is structured in the following interaction domains:

- 1) The *engagement* in evaluation, that can be *monogloss* ("a unique voice") when the source of assessment is simply the speaker, or *heterogloss*, when the source is different from the author's.
- 2) The **attitude markers** that are negotiated in a text: understood as **affection** (expression of emotion), **judgement** (assessment of ethical behavior) or **appreciation** (aesthetic evaluation of an entity).
- 3) The *graduation*: degree of intensity (*force*) of the appraisal (which can be sharpened or softened), and its reach (*focus*).

Since the second part of this study mainly examines the attitude markers found in book reviews, a closer look at the types of attitude markers now follows. The appraisal system is composed of three categories and each subsystem contains a few subcategories. *Attitude* is the main category in the framework and is the "superordinate term for evaluative language in a text" (Liu & Thompson, 2009: 6). Its three categories, i.e. *affect*, *judgement*, *appreciation*, are explained below in more detail.

**Affect** involves the expression of positive and negative feelings; it looks at the emotional response to a person, thing, event or state of affairs and is achieved by means of lexical items such as verbs of emotion, adverbs and adjectives of emotion, and nominalization (Martin & White, 2005: 42; Martin & Rose, 2007: 25-38).

**Judgement** is the assessment of human behavior based on social norms or rules. Five major categories are classified which roughly match the modal system in English (Martin & White, 2005: 52-56).

**Appreciation** is the subcategory of resources for aesthetic evaluation of objects, artifacts, entities, presentation, etc. It has positive and negative dimensions. Appreciation comprises three subtypes: *reaction*, *composition* and *valuation* (Martin & White, 2005: 56-59).

*Affect*, *judgement* and *appreciation* constitute an interconnected and interactive system of evaluation. They are all motivated by affectual response, in which judgement institutionalizes affectual positioning with respect to human behavior and appreciation institutionalizes affectual positioning with respect to product and process (Liu & Thompson, 2009: 6). The following figure reproduces the appraisal system (Martin & White, 2005: 38).

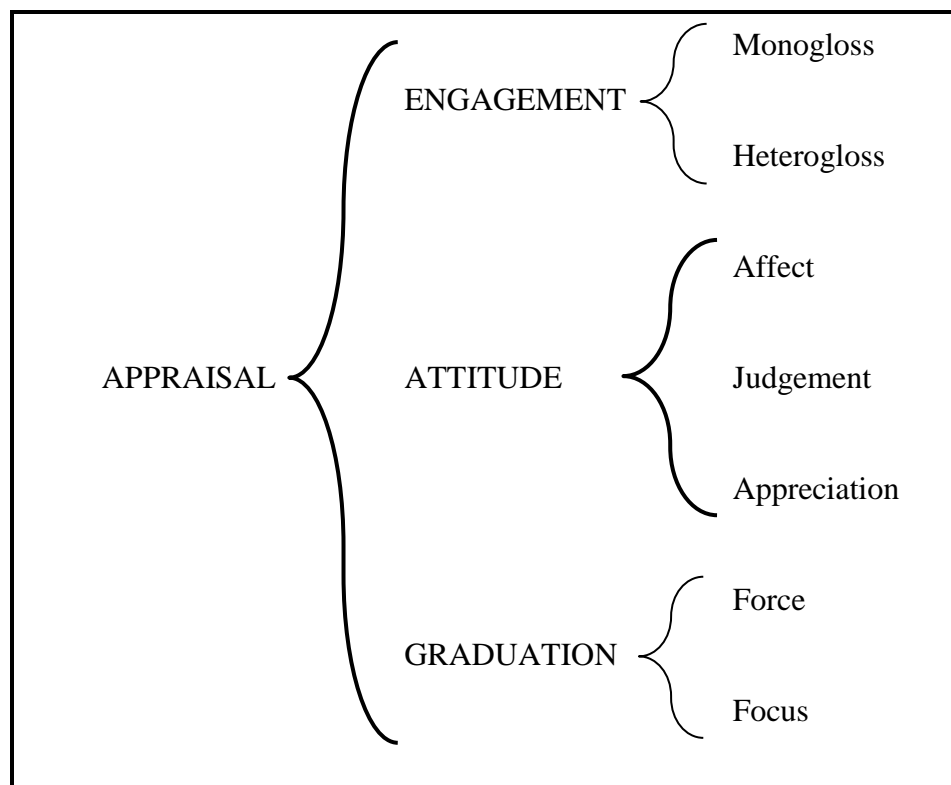


Figure 1. Overview of the appraisal system (Martin & White, 2005: 38).

## 2. RESEARCH QUESTIONS AND METHODOLOGY

The preceding review of literature has shown that book reviews have not received as much attention as other academic genres. On the one hand, they have been dismissed as a minor genre in spite of its usefulness as the springboard to longer and challenging academic genres. On the other hand, most of the studies have examined book reviews from a specific aspect at a time, such as their rhetoric structure, the expression of positive or negative evaluation, the use of boosters and hedges, or their variation over time.

The present study will carry out an analysis of the rhetorical structure of the reviews at two different levels: 1) a macrostructural analysis, drawing on Motta-Roth's and López Ferrero's rhetorical frameworks for book reviews (Motta-Roth, 1998: 35; López Ferrero, 2015: 271); and 2) a microstructural analysis of the language used in evaluating academic sources, taking into account appraisal theory (Halliday, 2004: 19-30; Martin & White, 2005: 34-38). The following are the research questions that will guide this analysis:

- 1) Is there variation at the macrostructural level in the use of moves and sub-functions in linguistics book reviews in English and Spanish?
- 2) Do English and Spanish book reviews express appraisal—specifically attitude markers of *affection*, *judgement*, and *appreciation*—in different ways?

The predicted outcomes derived from the research questions are the following:

- 1) Even though English and Spanish employ the same macrostructure in book reviews, there is variation regarding the use of sub-functions;

- 2) The use of attitude markers to express *affection*, *judgement*, and *appreciation* varies and can be quantified in the English-language and Spanish-language corpora.

The corpus is composed of 18 reviews: nine are written in English and nine in Spanish. Each sub-corpus contains three reviews from each journal. All the reviews are taken from academic journals in applied linguistics. The journals in Spanish are *Discurso y Sociedad* (**DyS**), *Revista de la Sociedad Española de Lingüística* (**RSEL**), and *Pragmalingüística* (**PL**). In the English-language sub-corpus, the journals are *Discourse Studies* (**DS**), *English for Specific Purposes* (**ESP**), and *Journal of Pragmatics* (**JoP**). (Appendix 1 gives detailed bibliographical information about the book reviews and their reviewers.)

A brief description of the subject matter, the impact factor and the BR editorial policies for each journal follows. *Discourse Studies* is an international peer-reviewed journal for the study of text and talk. It publishes outstanding work on the structures and strategies of written and spoken discourse. It is edited by Teun van Dijk. Its impact factor is 0.848; it is ranked 42/79 in the area of communication. No access to guidelines for reviews are available online.

*English for Specific Purposes* is a peer-reviewed journal that receives submissions from across the world. Authors may submit articles on topics relevant to the teaching and learning of discourse for academic and occupational communities. It publishes four issues per year. Its impact factor is 1.143. It gives no web access to editorial guidelines for BRs.

The *Journal of Pragmatics* is a peer-reviewed journal publishing issues on subject areas of general interest, such as pragmatics of discourse, corpus linguistics, and speech

acts. It publishes special issues devoted to a single topic. The latest impact factor is 1.118. Editorial policies for book reviews are not available on its web page.

*Discurso y Sociedad* is a multidisciplinary online journal concerned with the sociopolitical study of discourse. The journal, edited by Teun van Dijk, publishes articles written by Spanish and Latin American authors. This is the only journal in the corpus which includes detailed guidelines for the submission of book reviews on its web page.

*Revista Española de Lingüística* is the official journal of the Spanish Society of Linguistics (SEL). This biannual peer-reviewed periodical publishes articles about all the areas of language studies. The CIRC index classifies it as a category C journal of social sciences. The editorial policies only mention the BR “should be kept under 1,300 words.”

*Pragmalingüística* is a Spanish nation-wide academic journal. It is published annually by the press of University of Cádiz. The journal is available in print and online formats. It covers theoretical and applied linguistics studies on pragmatics, cognition and discourse. On its web page, there are brief instructions about the submission of BRs.

Concerning the length of the BRs, it has been found that the BRs in the English-language sub-corpus are shorter than the Spanish-language book reviews. The mean of the English-language BRs is 1,393.55 words (12,542 words in total), whereas the mean of the Spanish-language BRs is 1,734.77 words (15,613 in total). Four of the reviews in the Spanish-language corpus exceed the word limits suggested by the journals. In contrast, only one book review in the English-language sub-corpus surpasses the word limit (Appendix 2 provides detailed information about the word counts per journal).

Regarding institutional affiliation, most of the reviewers in the English-language sub-corpus are affiliated with universities of the United Kingdom, the United States or New Zealand. In the Spanish-language sub-corpus, the affiliations include mainly Spanish universities and a few from Argentina. The greatest number of reviews in both sub-corpora are written by one reviewer. Only RSEL 3 features two reviewers.

The analysis of the reviews combines quantitative and qualitative aspects. The quantitative analysis includes word counts of BRs, mean number of words, number of instances of attitude markers, and classification of moves in each BR. The qualitative analysis describes the rhetorical and linguistic resources in the corpus as well as the classification and description of samples of attitude markers in the BRs.

### **3. RESULTS**

#### **3.1. Macrostructural Analysis: English-Language Corpus**

The English-language corpus is composed of nine book reviews. They have been taken from the journals *Discourse Studies* (DS), *English for Specific Purposes* (ESP), and *Journal of Pragmatics* (JoP). There are three book reviews from each journal. For the macrostructural analysis of the English-language corpus, we have used Motta-Roth's framework of moves and sub-functions for book reviews (Motta-Roth, 1998: 35). This framework comprises four moves, namely *Introducing the book*, *outlining the book*, *highlighting parts of the book*, and *providing closing evaluation of the book*. In turn, each move is composed of at least one sub-function.

The first step in the analysis of the sub-corpus has been to establish the general outcome of the evaluation in each book review. In other words, whether the review provides a positive, neutral, or negative evaluation of the book. The neutral review is

by far the most common type of review in the sub-corpus with 6 tokens, which account for 66% of the book reviews under analysis. The positive reviews are the second most frequent: 2 reviews corresponding to 22%. Finally, only one review (11%) explicitly disqualifies the work under evaluation. Table 3 shows a summary of these results.

Type of evaluation	Number of reviews (pc.)
<b>Neutral evaluation</b>	6 (67%)
<b>Positive evaluation</b>	2 (22%)
<b>Negative evaluation</b>	1 (11%)

Table 3. Types of evaluation in the English-language sub-corpus.

It is important to note that the final evaluation of the book review is always defined in rhetorical Move 4. This move may be realized by two sub-functions: *SF 10A: definitely recommending/disqualifying the book* or *SF 10B: recommending the book despite indicated shortcomings*. The book reviews whose closing move either recommend or disapprove of the book have been classified as positive or negative evaluations, respectively. Conversely, those book reviews classified as ‘*p g w vb belong*’ mostly to sub-function 10B. This decision was not an arbitrary one; it responded to the general tone of the evaluation used throughout the review and, especially, in the last rhetorical move, which neither condemned nor praised the book. The excerpts below exemplify the three kinds of evaluation observed in the last move of the book reviews.

(1) Neutral evaluation (**Emphasis added.**)

**DS 1.** Move 4, SF 10 B (p. 705, paragraph 10).

**There is a wealth of detailed examples of uses of the four focus DMs in this book which will interest many readers,** as will aspects of the categorization systems and findings. *However, for reasons I have noted earlier, readers may find the discussion, the analyses and the findings less than fully convincing.*

(2) Positive evaluation

**ESP 3.** Move 4, SF 10A (p. 150, para. 11).

To conclude, **it is a pleasure to see *ETRW* [English in Today's Research World] being expanded and revised into these separate volumes. They will make excellent additions to any collection.**

(3) Negative evaluation

**JoP 1.** Move 4, SF 10A (pp. 1142-1143, para. 5).

**Putting it bluntly, the volume could have been half its present length without much loss [...]** These requirements, in spite of some excellent individual contributions, were too often absent from this volume.

Let us now turn to the general macrostructural description of the rhetorical moves in the English-language sub-corpus. In the framework of rhetorical moves and sub-functions devised by Motta-Roth (1998: 35), book reviews are comprised of four distinct rhetorical moves. In this sub-corpus, four book reviews have well-defined sections which do not merge with other moves. Interestingly, three of the reviews come from the same journal, *English for Specific Purposes*. (The source of the other review is *Journal of Pragmatics*). The general framework of moves for these four book reviews is as follows:

Rhetorical framework for ESP 1, ESP 2, ESP 3, JoP 1
<b>Move 1. Introducing the book.</b>
<b>Move 2. Outlining the book.</b>
<b>Move 3. Highlighting parts of the book.</b>
<b>Move 4. Providing closing evaluation of the book.</b>

Table 4. Book reviews containing moves 1 to 4 in the English sub-corpus.

The second group of reviews shows a variation in the rhetorical structure which has been observed to some extent in the Spanish-language corpus, too. In four of the



reviews, moves 2 and 3 seem to merge in a recurring alternation of synthesis and evaluation (i.e. appraisal). This conflation of moves, extending over a series of paragraphs, is achieved by means of a cyclical occurrence of sub-functions 7 and 9. Assessment of strengths and weaknesses of a book chapter or section is interwoven with an outline of its main ideas. The framework of moves appears in schematic fashion below.

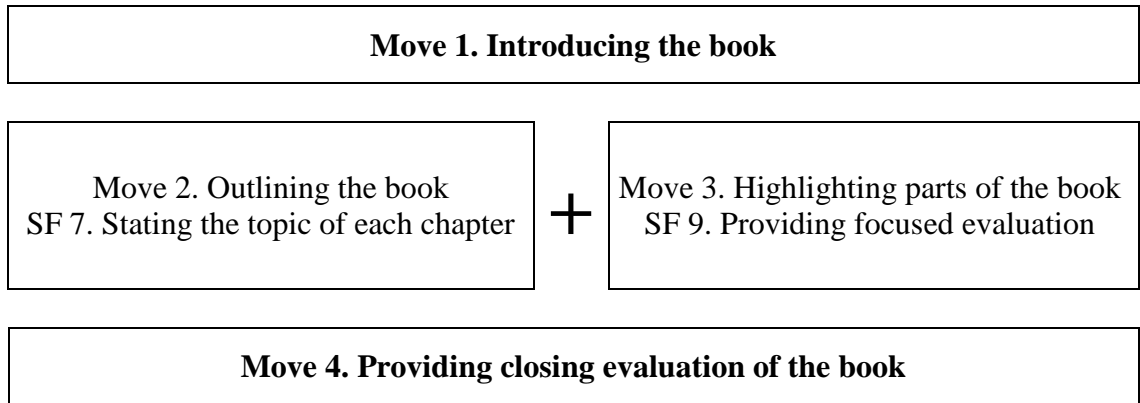


Figure 2. Merger of synthesis and evaluation (DS 1, DS 2, DS 3, JoP 2).

Yet another variation in the conventional four-move framework has been identified in the sub-corpus. In the third book review taken from *Journal of Pragmatics*, one of the moves appears to be missing. This particular review seems to lack move 3 where specific parts of the book undergo detailed evaluation. Instead, six paragraphs of the review are devoted to the synthesis of the book chapters and the focused evaluation of strong and weak aspects is delayed till move 4.

Rhetorical framework for JoP 3
<b>Move 1. Introducing the book.</b>
<b>Move 2. Outlining the book.</b>
<b>SF 7. Stating the topic of each chapter.</b>
<b>Move 4. Providing closing evaluation of the book.</b>

Table 5. Rhetorical framework for BR JoP 3.

After having described the general make-up of the rhetorical moves in the English-language sub-corpus, we will now survey the most common sub-functions within the moves. In addition to this, common lexical items which signal the sub-functions may also be part of this analysis as long as their recurrence makes it worthwhile.

Although move 1 is composed of five sub-functions, never does every sub-function appear in all the book reviews. However, *SF 1: defining the general topic of the book* may be considered the prototypical sub-function inasmuch as it is present in all the book reviews. Less frequent is the occurrence of the other four sub-functions. In six book reviews, two sub-functions appear in varying combinations. While two of the reviews introduce the book through a single sub-function, one review features three sub-functions. Table 6. offers an inventory of the sub-functions of Move 1 found in the sub-corpus (The sub-functions are listed in the actual order of appearance within the reviews).

<b>1 sub-function</b>
DS 2, DS 3 SF 1. Defining the general topic of the book.

<b>2 sub-functions</b>
ESP 1, ESP2 SF 1. Defining the general topic of the book. SF 2. Informing about potential readership.
JoP 1 SF 3. Informing about the author. SF 1. Defining the general topic of the book.
JoP 3 SF 1. Defining the general topic of the book.

2 sub-functions
SF 4. Making topic generalizations.
DS 1, ESP 3 SF 1. Defining the general topic of the book. SF 5. Inserting book in the field.

3 sub-functions
JoP 2 SF 1. Defining the general topic of the book. SF 4. Making topic generalizations. SF 5. Inserting book in the field.

Table 6. Summary of sub-functions within *Move 1* (English sub-corpus).

Move 2 outlines the contents of the book and their arrangement. Within it, *SF 6* is the most frequent sub-function, occurring in six of the nine book reviews. Unlike other rhetorical features in book reviews, this subordinate move has conventional expressions which work as signposts for move 2. Examples of these expressions, ranging from the most to the least conventional, are listed below (Emphasis added):

- (4) **ESP 1**, p. 250, para. 2.

**The book is divided into three parts.**

- (5) **JoP 1**, p. 1141, para. 1.

**The book is subdivided into the following sections:...**

- (6) **JoP 2**, p. 2093, para. 2.

**The book consists of a brief introductory chapter**, then an outline phonology and inflectional morphology...

- (7) **DS 3**, p. 389, para. 1.

**The four parts of this book are organized** around the main decisions and duties of journalists...

(8) **DS 2**, p. 257, para. 3.

As is conventional, **the main body is topped and tailed** by an introductory and concluding chapter,...

The second most common sub-function within Move 2 is *SF 7: Stating the topic of each chapter*. In this sub-function, the reviewer summarizes the central ideas of the chapters. Alternatively, depending on the length of the book under review, the reviewer may opt to group several chapters into sections rather than proceeding on a chapter by chapter basis. The criteria for defining the sections is generally the interrelated subject matter of a set of chapters. The signposts of choice for the chapter synopses are chiefly expressions of sequence, such as *in chapter one, in chapter two, in the final chapter or* *respectively*. Sample excerpts taken from *"v y q" g* ESP 1 illustrate the use of the signposts for sub-function 7 (Emphasis added).

(9) **ESP 1**, pp. 255-256, paras. 2-7.

(SF 6) **The book is divided into three parts**. The first part, consisting of Chapters 1–3, serves to set the scene...

(SF 7) **The second part, comprising Chapters 4–7**, may well constitute the “meat” of the volume, [...] as Swales devotes a chapter apiece to discussion of four different research genres. Finally, **in the third part (Chapter 8)**, Swales considers three outstanding issues that will influence the future shape and course of ERP.

**In Chapter 1**, Swales reviews several facets of modern intellectual life that impact the nature of research and the work done by researchers around the world...

**Chapter 2** is devoted to reviewing the status of English as the dominant medium of international research publication and presentation...

**In Chapter 3**, Swales considers a number of theoretical and methodological issues that affect how ERP is addressed in the literature...

**In Chapters 4–7**, Swales addresses four research genres deemed central to JRs—careers: the Ph.D. dissertation, the Ph.D. defense, research talks, and research articles.

Move 3 contains only one sub-function: *Providing focused evaluation (SF 9)*.

This sub-function may also provide a summary of some parts of the book.

Nevertheless, unlike sub-function 7, the emphasis shifts to the evaluation of positive and negative aspects of the book. In the following sample paragraph taken from *DS 3*, the reviewer praises the contribution of the book to the understanding of the language used in the media. In this example, the reviewer focuses only on the positive aspects of the book.

(10) **DS 3**, p. 390, para. 5.

*News Talk* is an excellent addition to research into media language. In putting the journalist and news practitioner at centre stage, *News Talk* provides readers with not only an understanding of the structure and linguistic features of news stories (the *product*), but also insight into the processes and influences that affect the production of the news. Colleen Cotter, an ex-journalist and linguist specializing in media language, has drawn on a variety of data sources and linguistic perspectives to analyse and describe the everyday processes and routines of journalists, the influences that impact on their trade, and how these feature in the overall production of news stories.

In example 11 below, there is a combination of positive and negative aspects. A positive view of the book is upheld, however. The reviewer highlights how the book has succeeded to describe an extinct language from the modern perspective of the Principles and Parameters framework through the use of surviving Old Norse literature.

(11) **JoP 2**: SF 9 (p. 2094, para. 4).

The greatest virtue of the book is the careful exemplification of each descriptive statement from the literature of ON [Old Norse], and the integration of all the material into a theoretically coherent description. It is not really a ground-breaking work, but a good exemplar of the application of a particular framework to a finite set of data already thoroughly described in more traditional frameworks. There is a valuable extensive bibliography of ON syntax, and the apparatus consists of a subject index and a word index.

Move 4 is conceivably the most important move in a book review. In this move, the reviewer states whether the book is recommended, rejected, or given a neutral evaluation. In the sub-corpus, move 4 ranges from two paragraphs to just one sentence appended to move 3. The language of the move is highly evaluative. In many cases, it

contrasts negative and positive aspects of the book. Here are three excerpts which illustrate three different kinds of evaluation available from the sub-corpus.

(12) Negative evaluation (SF 10B). (Emphasis added.)

**JoP 1**, p. 1142-1143, para. 6.

**However, the requirements of a printed collection like this, I submit, are different:** that the contributions should be of a consistently good quality, and that they should relate to one another in a coherent way [...]

**These requirements, in spite of some excellent individual contributions, were too often absent from this volume.**

(13) Positive evaluation involving aspects to improve (SF 10A)

**JoP 3**, pp. 2273-2274, para. 10.

**The book is written clearly and accessibly. [...] [It] provides a good introduction to the strengths of traditional language-attitude studies as well as showing the contribution that can be made by more interactional and contextual approaches.** Each step in the research process is **described clearly so that the whole process is transparent and could easily be replicated.** In fact, *the different stages probably did not need to be explicitly flagged up as often as they are, e.g. there is no real need for each chapter to start with a summary of the content since chapter 1 already provides a good overview of the rest of the book.* **That however is a minor point and in my opinion this work fulfils its overall aim very well.**

(14) Completely positive evaluation (SF 10B)

**ESP 1**, p. 257, para. 9.

Overall, then, *Research Genres* **represents a most useful addition to the EAP/ERP literature.** This volume, like Swales' earlier contributions, is certain to provide much for language professionals to ponder, discuss, and investigate in years to come.

Apart from the evaluative language, excerpt 14 offers an example of a signpost for move 4: the adverb *overall*. Other signposts recorded during the analysis appear in examples 15 and 16 below.

(15) **ESP 2**, p. 395, para. 11.

**All in all**, Basturkmen has provided a valuable contribution to the ESP literature.

(16) **ESP 3**, p. 150, para. 11.

**To conclude**, it is a pleasure to see *ETRW* [English in Today's Research World] being expanded and revised into these separate volumes.

### 3.2. Macrostructural Analysis: Spanish-Language Corpus

The reviews for the Spanish-language sub-corpus have been taken from the journals *Discurso y Sociedad* (DyS), *Revista Española de Lingüística* (RSEL), and *Pragmalingüística* (PL). Three reviews have been selected from each journal totaling nine reviews. The macrostructural analysis of the Spanish-language corpus is based on the framework of rhetorical moves adapted by López Ferrero from Motta-Roth (1998: 35). Just like Motta-Roth's, López Ferrero's framework comprises four moves, but the sub-functions within each move are distributed differently (The whole framework appears on page 13). The moves in López Ferrero's framework are the following:

Rhetorical framework for Spanish BRs
<b>Move 1. Outline of the book reviewed</b>
<b>Move 2. Information about the author</b>
<b>Move 3. Assessment of specific aspects of the book</b>
<b>Move 4. Final evaluation of the book</b>

Figure 3. Moves in the Spanish-language framework (López Ferrero, 2015: 271).

The first part of the analysis has determined whether the reviews conclude on a positive, negative, or neutral evaluation of the book. The number of neutral reviews is almost the same as the number of positive reviews: five are positive while four are neutral. When converted to percentages, the neutral reviews account for 56% of the

total, whereas the positive ones are 44% of the whole count. Remarkably, the Spanish-language sub-corpus does not contain any negative reviews. Table 7 summarizes the evaluation types for both the Spanish-language and English-language sub-corpora.

	<b>English-language sub-corpus</b>	<b>Spanish-language sub-corpus</b>
Type of evaluation	Number of reviews (Pc.)	Number of reviews (Pc.)
Neutral evaluation	6 (67%)	5 (56%)
Positive evaluation	2 (22%)	4 (44%)
Negative evaluation	1 (11%)	0 (0%)

Table 7. Evaluation types in the English and Spanish-language sub-corpora.

In the second part, our analysis examines the rhetorical moves of the sub-corpus. Surprisingly, we have found that eight out of the nine book reviews lack one of the moves: *Move 2: Information about the author*. As a result of this, the rhetorical moves for most of the sub-corpus conform to the following pattern:

<b>Rhetorical moves for DyS 1, DyS 2, DyS 3, RSEL 2 RSEL 3, PL 1, PL 2, and PL 3</b>
<b>Move 1. Outline of the book reviewed</b>
<b>Move 3. Assessment of specific aspects of the book</b>
<b>Move 4. Final evaluation of the book</b>

Table 8. Rhetorical framework with omitted move in the Spanish sub-corpus.

The one review that contains all the four moves is RSEL 1. However, the exceptionality of this review does not end there. Even though all the moves are



present, two moves and four sub-functions occur in an unusual order. The detailed rhetorical framework for this review appears in Figure 4 (The sub-functions are listed as they actually appear in the book reviews).

Rhetorical framework for <i>RSEL 1</i>	
<b>Move 1. Outline of the book reviewed</b>	
<b>SF 2. Book description:</b>	<ul style="list-style-type: none"> <li>&lt; Discipline (paragraph 1)</li> <li>&lt; Synthesis of the organization (para. 2).</li> </ul>
<b>SF 1. Introduction of the book (para. 1).</b>	
<b>Move 3. Assessment of specific aspects of the book</b>	
<b>SF 5. Evaluation of strong and weak points (paras. 3-5).</b>	
<b>Move 2. Information about the author</b>	
<b>SF 4. Author's prior works (para. 6).</b>	
<b>SF 3. Information about the author in connection with the book (para. 6).</b>	
<b>Move 4. Final evaluation of the book</b>	
<b>SF 9. Neutral conclusion/synthesis (para. 6).</b>	

Figure 4. Plan of rhetorical moves for RSEL 1.

Concerning the distribution of the instances of evaluation (appraisal) in the book reviews, two general trends have been observed in the Spanish-language sub-corpus. In the first of these trends, the evaluation is distributed more or less evenly throughout the text, i.e. instances of evaluation may be found within any of the moves. Moreover, this kind of distribution of evaluation is regularly paired with the summary of a chapter or section of the book, in the same **synthesis-assessment cycle** which has been identified in the English-language sub-corpus (cf. Figure 2).

In the second trend, the evaluation generally takes place towards the end of the review, especially in moves 3 and 4, while the first part of the review is typically devoted to the introduction and synopsis of the book contents. This tendency has also been observed in the English-language sub-corpus. Table 9 classifies the book reviews according to the trends in the distribution of evaluation.

Distribution of evaluation	Book reviews
<b>Evaluation in every move</b>	DyS 2, DyS 3, RSEL 1, RSEL 2, RSEL 3, PL 3
<b>Synthesis first, then evaluation</b>	DyS 1, PL 1, PL 2

Table 9. Distribution of evaluation within BRs (Spanish sub-corpus).

As we have seen, the general framework of the moves in the Spanish-language sub-corpus is quite regular, with only one book review deviating from the overall pattern. Therefore, it makes sense to examine the sub-functions in order to establish if this uniformity is maintained in the internal composition of the moves.

Move 1, *outline of the book under review*, consists of two sub-functions: *SF1. Introduction of the book* and *SF 2. Book description*. The latter sub-function may contain information about the discipline and the theoretical framework, or a synthesis of the organization and a preview of the contents. Every book review in the sub-corpus develops sub-function 1 in one way or another. The purpose of the sub-function is akin to sub-function 1: *defining the general topic of the book* in the English-language sub-corpus.

*SF 2. Book description* has also been recorded in all of the nine reviews. Yet not every book review includes all of the four composing elements of the sub-function: Eight reviews contain information about the synthesis of organization; five involve a reference to the discipline; three offer a short preview of the contents; and none of them

include a mention to the theoretical framework of the book. Below, Figure 5 offers a schematic representation of how sub-function 2 is developed in each book review of the sub-corpus.

Move 1. Outline of the book under review
SF 2. Book description: 2A. Discipline    2C. Synthesis of organization 2B. Theoretical framework    2D. Preview of contents

DyS 3
SF 2. Book description:            2A. Discipline

RSEL 3, PL 1
SF 2. Book description:            2C.        Synthesis        of organization

DyS 2, PL 2
SF 2. Book description:            2C.        Synthesis        of organization 2D. Preview of contents

DyS 1, RSEL 1, RSEL 2
SF 2. Book description:            2A. Discipline 2C. Synthesis of organization

PL 3
SF 2. Book description:            2A. Discipline 2C. Synthesis of organization 2D. Preview of contents

Figure 5. Variation within sub-function 2 (Spanish-language sub-corpus).

Worth of note is RSEL 2, which manages to combine sub-functions from two different moves within a single paragraph. A complete rhetorical analysis of Move 1 for this book review appears in Figure 6.

RSEL 2	
Move 1. Outline of the book under review	
	<b>SF 3. Information about the author in connection with the book.</b>
	<b>SF 1. Introduction of the book.</b>
	<b>SF 2. Book description:</b>
	<b>2A. Discipline</b>
	<b>2C. Synthesis of the organization</b>

Figure 6. Detailed plan of sub-functions for *Move 1* (RSEL 2).

The synthesis of organization is an important component of sub-function 2 because it provides the plan for much of the book review and gives readers an idea of how the contents of the book are organized should they choose to purchase it. As Table 9 shows, five of the reviews explicitly state how the contents of the book are arranged while the others would rather have the readers discover the blueprint by themselves as they move through the text. In either case, signposts are always available to help the reader along the way. Excerpts 17 to 20 illustrate some of the expressions used in the reviews to signal how the book is structured (Emphasis added).

(17) **RSEL 1**, p. 637, paragraph 5.

**El volumen consta de quince capítulos.**

(18) **PL 1**, p. 166, para. 2.

**El libro se estructura en seis capítulos más un séptimo a modo de resumen y conclusiones.**

(19) **RSEL 3**, p. 437, para. 2.

**El libro se divide en dos partes. La primera abarca los capítulos 1-4** y constituye un profundo estudio de la preposición en español y de los sintagmas preposicionales. **En los capítulos 5-8** se estudian las relaciones que se establecen dentro del sintagma verbal.

(20) **DyS 1**, p. 539, para. 3.

**El libro consta de tres grandes partes, una por autor, divididas a su vez en capítulos. Al final de cada parte se incluye un listado bibliográfico. Las dos primeras partes** son aproximaciones teóricas [...] **En la tercera parte**, Fernández Pedemonte recurre al análisis del discurso de los medios y el de los políticos [...]

When reviewers omit an explicit synthesis of the organization in move 1, references to the chapter or section work as the surveyor's flags which signal how large the plot is and how it has been partitioned. In the Spanish-language sub-corpus, these flags normally turn up at the beginning of a paragraph (though not necessarily), such as in DyS 3:

(21) **DyS 3**, pp. 418-419, paras. 1-2, 4-5 (Emphasis added).

Ann Montemayor-Borsinger despliega una exposición y análisis de las principales teorías funcionales que se ocupan de este asunto [...] Le dedica **el primer capítulo** a este estudioso francés [Henri Weil], cuya hipótesis principal sostiene que el orden de las palabras debe reproducir el orden de las ideas.

**El capítulo 2** analiza el enfoque de Jan Firbas, el lingüista que desarrolló más detalladamente la Perspectiva Funcional de la Oración [...]

**El capítulo 3** está dedicado por entero a presentar la teoría sistémico-funcional de Halliday [...]

Este será uno de los contenidos más interesantes del libro, **tratado en el último capítulo, titulado precisamente:** “Un enfoque sistémico-funcional de Tema para el análisis del discurso en español.”

In addition to the signposts introducing each chapter summary, at least one instance of appraisal is prominent in the excerpt above, such as *ō g u v g " u g t " w p q " f e q p v g p k f q u " o " u " k* [This will be one of the most interesting contents of the book] (DyS 3, p. 419). This combination of synopsis and appraisal has a widespread occurrence throughout all the corpus. In the same review, we find additional examples of the synthesis-appraisal blend characteristic of book reviews in the sub-corpus (The sections in **bold** indicate organization signposts; *italics* designate instances of appraisal).

(22) DyS 3, p. 420, paras. 7-8 (Emphasis added).

**La última sección del capítulo cuarto** está destinada a presentar *poco difundidas nociones* de hiperTema de un párrafo y macroTema de un texto, *conceptos que*, al involucrar niveles superiores al de la cláusula, *resultan muy útiles* a la hora de percibir cómo se organizan los discursos.

*Un fuerte valor agregado* a esta presentación lo constituye *el generoso espacio* dedicado a los ejemplos contrastivos entre varias lenguas, que acompañan e ilustran los aspectos teóricos, **a lo largo de todos los capítulos.**

To conclude this internal analysis of the moves, let us consider *Move 4: final evaluation of the book*. Unlike move 4 in Motta-Roth's framework, López Ferrero's framework comprises three kinds of final evaluation, namely *explicit recommendation or disqualification of the book*, *recommendation of the book despite its shortcomings*, and *neutral conclusion/synthesis*. The following examples, taken from the Spanish-language sub-corpus, illustrate these three sub-functions that may occur within move 4 (Emphasis added).

(23) SF 7. Explicit recommendation or disqualification of the book

DyS 3, p. 420, para. 10.

**Es por todo esto que celebramos la publicación de este material.** Hacía falta un estudio que expusiera **con profundidad, y al mismo tiempo**

**sencillez**, el tan complejo tema del ‘Tema’, divulgado en ámbitos que llegan hasta el de los manuales de texto de enseñanza media, y que sin embargo no es suficientemente conocido y comprendido como para que su apropiación resulte efectiva.

(24) SF 8. Recommendation of the book despite its shortcomings

**PL 2**, p. 148, para. 28.

**Pese a lo dicho, este volumen tiene el mérito** de ser uno de los primeros en tratar de realizar un manual de estas características, tarea que no se antoja fácil dada la gran diversidad de temas recogidos bajo el paraguas de cultura y usos del lenguaje.

(25) SF 9. Neutral conclusion/synthesis

**DyS 1**, p. 541, para. 14.

En términos generales, las observaciones, prescripciones e hipótesis que plantean los autores pueden resultar esclarecedoras para funcionarios, asesores y líderes políticos y contribuir al reconocimiento del carácter transversal de la comunicación inserta en la gestión pública. La ordenada y pormenorizada reflexión teórica sobre la comunicación gubernamental se combina con el análisis de casos reales del contexto argentino reciente para hacer de este trabajo una obra original también recomendable para el ciudadano informado interesado en la tríada “política-comunicación-medios masivos”.

In example 23, it is clear the reviewer is convinced of the value of the book. The general tone of the move is optimistic and celebratory. The attitude markers, such as the verb in the first person (*“es por todo esto que celebramos la publicación de este materialö*), emphasize the reviewer’s positive attitude. Move 4, in example (24), also ends on a positive note, but this time the praise is meant to somehow balance four preceding paragraphs of criticism. The phrase *Pese a lo dicho* [In spite of what has been said] introduces the comment which soothes the effect of the negative evaluation.

The previous section has examined in detail the general structure of book reviews. This macrostructure may be seen as the scaffolding system that supports the different rhetorical moves as they progressively move from synthesis to evaluation. As has been said before, book reviews constitute an academic genre in which evaluation plays a

defining role. Thus, the second section of the corpus analysis will focus on classifying the types of appraisal in the corpus in an attempt to establish if there is variation in the way appraisal is expressed in either one of the sub-corpora under study.

### 3.3. Attitude Markers

This section categorizes the instances of evaluation from the perspective of the **system of appraisal** as defined by Martin and White (2005: 42-45). The underlying theory is concerned with interpersonal meaning in discourse semantics. The system of appraisal comprises three kinds of evaluative choices which can occur in the language system, namely *attitudes* (types of values based on emotion), *graduation* (options for expressing attitudes in a scale), and *engagement* (ways for negotiating different voices within the discourse) (Hood, 2012: 52-53).

Our analysis is concerned with the types of attitude markers for expressing value in a text. This subsystem is subdivided in three types (Liu and Thompson, 2009: 6).

- 1) **Affect**, expression of emotion for a person, thing, event or state of affairs.
- 2) **Judgement**, institutionalized affectual assessment of someone's ethical behavior.
- 3) **Appreciation**, institutionalized aesthetic evaluation of an entity, such as a book, a part of it, or its organization.

Our analysis begins with an inventory of the attitude markers in the corpus. Unlike the preceding section, where each sub-corpus was analyzed independently, this section will carry out the analysis of both sub-corpora at the same time. *Appreciation* is undoubtedly the most common kind of attitude marker in the corpus. There are 157



samples in the English sub-corpus and 131 in the Spanish-language sub-corpus. *Judgement* is the second attitude marker in number: the English sub-corpus contains 64 instances, while the Spanish-language sub-corpus has 48. Among the attitude markers in the study, *affect* is the least used: 30 samples in the English-language sub-corpus against only 15 in its Spanish-language counterpart. Table 10 shows the attitude marker counts per sub-corpus and the combined figures for the entire corpus.

	Appreciation	Judgement	Affect
<b>English</b>	157	64	30
<b>Spanish</b>	131	48	15
<b>Combined</b>	288	112	45

Table 10. Number of samples of attitude markers.

#### 4.3.1. Appreciation

The examples below have been taken from ESP 3. In this review, most of the attitude markers are instances of positive *appreciation*. The analysis is balanced and impersonal. The writing style flows effortlessly and the reviewer's tone is generally upbeat. Most of the appreciation samples are positive (cf. samples 26-28).

(26) **ESP 3**, p. 149, para. 6.

**By engaging students in these analyses, this chapter does a superb job of drawing their attention to the subtle implications of seemingly small language choices.**

(27) **ESP 3**, p. 149, para. 10.

In the tradition of the Michigan series, **these volumes will also serve as excellent teaching resources**, either as primary course texts or as references.

(28) **ESP 3**, p. 150, para. 11.

**The *Abstracts* volume has been greatly expanded from the original chapter of *ETRW* to address the unique demands of different types of abstracts.**

Even though the previous examples fulfill the general purpose of evaluating the book in a positive manner, a closer look allows for the discovery of three separate functions. Excerpt 26 indirectly praises the capacity of the author to involve students in the process of writing an effective literature review. Example 27 gives value to the teaching applications of the books under review. Excerpt 28 acknowledges the improvements which the new edition has incorporated. Thus, the attitude markers of *appreciation* encode the evaluation of a wide variety of aspects concerned with the book, such as the innovation of the book approach, the applications for the intended readership, or the value of the appendices and tables. In the following section, we will look at the most common functions of *appreciation* found in the English and Spanish-language corpora.

Samples 29 to 32 compile different linguistic and rhetorical resources used by the reviewer to underscore the innovative nature of the approach developed by the book. Apart from innovation, the review may praise the book by means of a wide range of evaluative adjectives such as English *detailed, excellent, ground-breaking, original, refreshing, substantial, thought-provoking, unbiased, unique, useful*, or Spanish *abarcador, atractivo, elogiabile, esclarecedor, importante, interesante, magnífico, objetivo, ordenado, original, recomendable*.

(29) **DS 2**, p. 257, paragraphs 1 and 2

**This book considers hitherto under-explored analytical terrain** by focusing upon the issue of ‘taboo’ as it manifests itself in advertising.

That both of these are discussed in detail ensures that the complexity of the phenomenon under study is acknowledged,...

(30) **ESP 2**, p. 394, para. 3

On the one hand, **this is a refreshing approach** in that it allows for a wide range of perspectives to fit into the framework she proposes, and **it is useful** in that it underscores how her framework can be **an unbiased instrument** to assist in the analysis of any ESP activity.

(31) **JoP 3**, p. 2274, para. 10

**The book provides a good introduction** to the strengths of traditional language-attitude studies as well as showing the contribution that can be made by more interactional and contextual approaches.

(32) **DyS 1**, p. 538, 541, paras. 2 and 13

[...] **la nueva obra ofrece un análisis de mayor minuciosidad teórica y hace un especial hincapié en la importancia de la estrategia de largo plazo.**

**La ordenada y pormenorizada reflexión teórica** sobre la comunicación gubernamental se combina con el análisis de casos reales del contexto argentino reciente **para hacer de este trabajo una obra original...**

(33) **DyS 2**, p. 720-721, para. 14.

En suma, Racismo y discurso en América Latina **destaca, entre otros aspectos, por su carácter abarcador, ofreciendo una amplia y profunda visión** del fenómeno del racismo en América Latina...

The attitude markers in samples 34 to 39 also highlight the most important contribution of the book. Nevertheless, this time the focus is on specific linguistic resources such as superlative adjectives and evaluative adjectives (Gil-Salom & Soler Monreal, 2010: 69-78). Interesting expressions which have been recorded at least twice in the sub-corpora are the metaphor *el elemento de la cultura* in English and *el elemento de la cultura* in Spanish.

(34) **ESP 1**, p. 255, para. 2

The second part, comprising Chapters 4–7, may well constitute **the “meat” of the volume...**

(35) **JoP 2**, p. 2093, para. 2

**The meat of the book** is in its chapters on the structure of the five central types of phrase.

(36) **JoP 2**, p. 2093, para. 4

**The greatest virtue of the book** is the careful exemplification of each descriptive statement from the literature of ON, and the integration of all the material into a theoretically coherent description.

(37) **DyS 3**, p. 419, para. 6.

**Este será uno de los contenidos más interesantes del libro**, tratado en el último capítulo, titulado precisamente “Un enfoque sistémico-funcional de Tema para el análisis del discurso en español”.

(38) **PL 1**, p. 169, para. 10.

**Lo realmente novedoso de este trabajo** es que ha sabido aunar la sociolingüística con la fonética, de tal forma que las conclusiones alcanzadas poseen mayor validez.

(39) **PL 3**, p. 153, para 7.

**Lo más destacable de este artículo** es que concluye con estudios actuales sobre la deixis en términos antropológicos, psicológicos y lingüísticos,...

Previously, the reviewer praised the whole approach of the book, but the reviewer may also draw attention to specific areas within the book especially because of the quality of the author's contribution.

(40) **DS 2**, p. 258, para. 5.

**This analysis is exemplary in its scope and depth**, especially in terms of the way that it combines the consideration of text and images.

(41) **DS 3**, p.390, para. 5.

**News Talk** is an excellent addition to research into media language.

(42) **ESP 3**, p. 149, para. 8

**The tremendous strength of these volumes is their power to engage.**

(43) **JoP 2**, p. 2093, para. 2.

Each claim about the structure of the phrases **is carefully exemplified from ON literature**.

(44) **DyS 2**, p. 721, p. 14.

**No menos elogiable es la homogeneidad** que guardan las partes de los nueve capítulos que integran la obra (a excepción del preliminar).

(45) **DyS 3**, p. 419, para. 6.

Esta adaptación del tratamiento del Tema al español **constituye un aporte importante...**

(46) **RSEL 3**, p. 438, para. 5.

Esta afirmación supone **la aportación teórica principal del libro** sobre la que se fundamentan el resto de afirmaciones.

Another highly occurring function of *appreciation* markers concerns the possible applications of the book for its readership. In most cases, the reviewer addresses the obvious audience of the book, such as teachers, researchers and academics, but in other cases, the reviewer may suggest a broader readership than is originally intended (cf. 49 and 50). Such reference to an increased number of applications or the appeal of the book for wide-ranging audiences enhance the value of the book under review.

(47) **DS 1**, p.705, para. 10

**There is a wealth of detailed examples of uses** of the four focus DMs in this book **which will interest many readers**, as will aspects of the categorization systems and findings.

(48) **DS 3**, p. 390, para. 5

**Much of this information, particularly the chapter on news values, will be relevant to researchers** interested in making sense of why media discourse takes the shape it does.

(49) **ESP 3**, p. 149, para. 10

**Instructors with limited backgrounds in discourse analysis or academic writing at this level will particularly appreciate the clear explanations, references for further reading, and online commentaries. [...]** Additionally, **instructors who are outside of the North American university** context where these volumes were produced will still find them highly useful.

(50) **DyS 1**, p. 541, para. 13.

La ordenada y pormenorizada reflexión teórica sobre la comunicación gubernamental se combina con el análisis de casos reales del contexto argentino reciente para hacer de este trabajo **una obra original también recomendable para el ciudadano informado interesado en la tríada “política-comunicación-medios masivos”**.

(51) **RSEL 1**, p. 637, para. 2.

*Problemas fundamentales de la gramática del español como 2/L es un volumen que apreciarán y agradecerán todos aquellos profesores o futuros profesores —y aprendices de nivel superior— que cuenten con un bagaje formativo filológico-lingüístico,...*

(52) **PL 3**, p. 155, para. 20.

En conclusión, *Key Notions for Pragmatics* **es muy buen libro tanto para investigadores que se quieran mantener al día en el ámbito de la pragmática como para aquellos que están empezando a investigar en el tema y buscan una guía...**

Many of the attitude markers of *appreciation* focus on the added value derived from the additional material, including tables, bibliographies, transcriptions, appendices, indices, pictures, or maps. Motta-Roth's (1998: 35) framework even defines a sub-function for such a type of material within *Move 3 (Sub-function 9)*. Excerpts 53 to 58 are illustrative sequences of this rhetorical function developed through appreciation.

(53) **DS 2**, p. 258-259, para. 8

**There are multiple tables which help with summarising aspects of the analysis**, or conceptualising and deconstructing the content of specific advertisements.

**A detailed transcription is offered for each piece of televisual material, and, in most cases, pictures of key frames are offered as well.**

(54) **JoP 2**, p. 2094, para. 5

**There is valuable extensive bibliography of ON syntax, and the apparatus consists of a subject index and a word index.**

(55) **JoP 3**, p. 2273, para. 8

**The appendices contain useful material such as the transcripts of the speech samples used in the dialect perception experiment and transcripts of the conversations analysed in chapter 5.**

(56) **DyS 2**, p. 717-718, para. 7

Tras exponer un resumen sobre «las relaciones raciales en Brasil» (p. 90), **intercalando útiles tablas y gráficas, se exponen las principales conclusiones a las que se ha llegado a través de la consulta de 24 bases de datos...**

(57) **RSEL 2**, p. 639, para. 2

**Esta ingente cantidad de índices, que se completan con el de materias (págs. 535-574), el de reconstrucciones glosadas (págs. 523-534) y el de contenidos (págs. vii-x), hablan de la magnífica organización y preparación que se han tomado el autor y la editorial para la confección del presente volumen.**

(58) **PL 1**, p. 170, para. 13

**Merece ser reseñado el capítulo dedicado a las referencias bibliográficas por haber el autor seleccionado muchos trabajos de investigadores locales. [...] De agradecer son también los mapas, la lista de tablas, figuras y abreviaturas que ayudan al lector a localizar los datos de forma rápida y eficaz.**

The foregoing excerpts have exemplified the linguistic and rhetorical resources used for appreciation of positive aspects of the text. This last subsection provides examples of **negative appreciation**. Frequently, the limitations of the book and its chapters are the aspects which receive the bulk of the criticism. In dealing with limitations, the reviewers take two approaches: a) They simply provide a description of the observed flaw, or b) they go a step further and suggest what should have been done

to remedy the problem. In the second approach, the grammatical structure is frequently the conditional mood in both languages. The following examples illustrate both approaches.

(59) **JoP 01**, p. 1141, para. 2.

**This section, [...] is rather disappointing** in that although most of the contributors are well-known corpus linguists, their depth of knowledge of this subject seems rather limited.

(60) **JoP 01**, p. 1142, para. 6.

**The mixed quality of the papers inevitably suggests that the book would have been improved by more rigorous refereeing and editorial procedures.**

(61) **JoP 2**, p. 2093-2094, paras. 2, 4, 5.

**[...] there are few, if any, challenges to the framework.**

**The treatment of reference**, a category that excites pragmaticists, is **limited to brief remarks** on what definites and demonstratives might refer to.

(62) **DyS 1**, p. 541, para. 12.

Con relación al análisis de los discursos presidenciales, **se observa un listado excesivo de grandes secciones sin interpretación que las amplíe o profundice**. Asimismo en las ejemplificaciones extraídas de diarios **se ha omitido especificar fuente y fecha en varias oportunidades**.

(63) **RSEL 3**, p. 438, para. 5.

No obstante, **hubiera sido conveniente una discusión del estatus ontológico** de estos rasgos dentro del modelo teórico en el que se realiza el trabajo,...

(64) **PL 2**, p.148, para. 26.

**Un último punto que se podría actualizar es el tema de la bibliografía, cuyas referencias más actuales** en muchos de las entradas se remontan a principios o mediados de los años 90...



### 4.3.2. Judgement

Hood (2012: 60) explains that a negative evaluation of scholarship is more likely to be expressed through *appreciation* (rather than *judgement* or *affect*) because it is the least personal category in the system of appraisal. Since most of the instances of *judgement* in the corpus are positive, the results of our analysis agree with Hood's point of view

Unlike attitude markers of appreciation, instances of *judgement* are lacking in some of the book reviews. In the Spanish sub-corpus, three of the reviews show little or no use of *judgement* markers: RSEL 3, three instances; PL 2, one instance; PL 1, no instances. In the English sub-corpus, *judgement* is featured in even lower numbers in four book reviews: JoP 1, 2 instances; DS 3 and ESP 3, one instance each; JoP 2, no instances. While these reviews seem to do their job effectively without enlisting *judgement* resources, some other reviews are rich in this kind of markers and, in a few cases, there are slightly more instances of *judgement* than those of *appreciation*. Such is the case of ESP 2 and JoP 3 on the English-language side. Comparatively, RSEL 2 and DyS 3 are the reviews with the highest reliance on judgement markers in the Spanish sub-corpus, yet they still contain quite a few more instances of *appreciation*.

Introducing the book and its author is a common function of attitude markers of *judgement*. When the author is a well-known figure in the field, the reviewer underscores the author's experience and authoritativeness as an invaluable asset for the book. Otherwise, the reviewer may choose to emphasize the originality of the approach, the scope of the book, the general applicability of the study, or any other aspect which helps the book gain prominence.

Since we are dealing here with the introduction of the book, these instances of *judgement* may safely be classified within *Move 1* for most of the corpus. In a few

cases, however, the attitude markers appear within *Move 2; SF 3, information about the author in connection with the book* in RSEL 1 (Spanish-language framework) or *Move 2; SF 7, providing general view of the organization* in DS 2 (English-language framework).

(65) **DS 2**, p. 257-258, para. 3

**Freitas begins with successive chapters devoted to key aspects of the literatures on taboo and advertising respectively**, thereby making the case for the value of studying her chosen topic.

(66) **ESP 1**, p. 255, para. 1

In his most recent contribution to the study of advanced academic literacy, **John Swales refines and expands upon his earlier work** in English for Academic Purposes (EAP) and English for Research Purposes (ERP), **offering a thoughtful and thought-provoking treatment of the constellation of research genres** new scholars must acquire in order to succeed in the academe.

(67) **JoP 3**, p. 2272, para. 1.

**One of Soukup's main achievements is to show how well-established experimental methods of data collection and language-attitude elicitation** (e.g. Matched-Guise Technique) can be improved when the experiment is recast as an interactional speech event.

(68) **ESP 2**, p. 393, para 1.

**Basturkmen, [...] identifies an important gap in the ESP literature** – the lack of a coherent and principled discussion of the theories and ideas that influence ESP practices. **In particular, she observes that to date there has been limited discussion on two fronts...**

**Looking to fill this gap, Basturkmen seeks to help (future) ESP teachers** do more than simply go about the task of helping learners cope with particular features of language.

(69) **JoP 1**, p. 1141, para. 1

**Barbara Lewandowska-Tomaszchyk is one of the 'movers and shakers' of the corpus world**, and has been **chiefly responsible for building up a flourishing centre** for corpus linguistics in her Department of English Language, Łódź University.

(70) RSEL 1, p. 638, para. 6

**La sólida experiencia en el análisis del sistema gramatical del español con la que cuenta la autora —catedrática de Lengua española de la Facultad de Filología de la UNED— se hace evidente en cada uno de los capítulos.**

**Este bagaje, como era de esperar, se refleja en cada una de las páginas del libro, en las que la precisión de los contenidos se enriquece con una tipografía que resalta con claridad los asuntos más importantes...**

(71) RSEL 2, p.639, para. 1

**Bhadriraju Krishnamurti es en la actualidad el más prolífico, respetado y eminente dravidólogo y la persona más idónea, por lo tanto, para confeccionar un libro de estas características:** una visión global de las lenguas drávidas, abordando todos los ámbitos posibles, que no siempre han de ser estrictamente lingüísticos, desde la más pura objetividad y desde la posición que habilitan los más de cincuenta años dedicados a esta disciplina,...

(72) PL 3, p. 152, para. 2

**Si bien su definición está en constante fluctuación, Verschueren acierta al dar unas pautas claras que demuestran que la pragmática ha de ser tomada como una perspectiva desde la que acercarse al lenguaje...**

Even though it has been said that *judgement* is chiefly a means of evaluating an author in a positive way, a few instances of negative judgement do occur in the corpus.

(73) DS 1, p. 704, para. 5.

Unfortunately, Müller does not consistently present the fuller picture.

(74) RSEL 3, p. 438, para. 4.

**Únicamente puede objetarse que la autora [Horno Chéliz] no explica en qué sentido el hecho de que la preposición sea un elemento léxico o funcional va a ser relevante para el resto del trabajo.**

(75) PL 3, p. 153, para. 10.

**Su autor [Slembrouck] habla sobre la distinción que siempre se ha hecho entre comunicación oral y comunicación escrita, intentando defender que dicha distinción no es útil a la hora de estudiar el lenguaje en uso, aunque no explica muy bien las razones que defienden su teoría.**

Nonetheless, the preceding examples are hard to come by. Instances of negative judgement rarely occur on its own without a corresponding instance of positive judgement or, in many cases, positive appreciation. This **balancing effect** of positive/negative attitudinal markers is very common in the corpus. Its incidence may be interpreted as a reviewer's rhetorical strategy to avoid image-threatening acts against another scholar's text by shifting the focus away from the negative aspects of his/her work (Alcaraz Ariza, 2008: 39; Gea Valor, 2000: 57-61).

In excerpt 76, the author is criticized on account of her limited perspective on the issues introduced in the third chapter of the book. In order to mitigate his criticism, the reviewer admits to the author's inclusion of a list of related readings which may somehow supplement her incomplete discussion. (The codes [+J] and [-J] are used to label instances of positive and negative judgement, respectively).

(76) **ESP 2**, p.394, para. 3

**[...] her discussion of the different “perspectives” (p. 15) for each of the four issues presented in this chapter is so limited [-J] it is impossible [-J]** for anyone new to ESP – the intended audience for this book is graduate students, after all – **to come to an informed opinion as to their strengths and weaknesses, despite the fact she claims [-J]** they are key issues for consideration in ESP course design.

**Basturkmen makes up for this limited discussion to some extent [+J]** by including at the end of this and most chapters a bibliography for “further reading”...

Similarly, in example 77, the reviewer challenges the author's view that a leading Argentinian newspaper could imply an ironic tone just by using quotation marks when citing governmental sources. To counterbalance the critique, she devotes the following paragraph to praising the author's interesting observations on the value of developing effective governmental communication practices to avoid social unrest.

(77) **DyS 1**, p. 541, paras. 12 and 13.

Por último, **son discutibles algunas categorías** [-J] que utiliza el autor para nombrar los procedimientos que emplea el diario *Clarín* para distanciarse de la voz oficial.

**Según el autor un procedimiento consiste en interponer un matiz irónico en una declaración oficial a través del uso de comillas** [-J], **pero el ejemplo citado, tal como se presenta, [-J] podría ser simplemente una cita parcial en estilo directo.** [-J]

*No obstante, el análisis de los datos conduce al autor a plantear observaciones interesantes.* [+J] Los gobiernos tienden a olvidarse de los temas estructurales...

Concerning the linguistic devices which introduce a positive remark after a negative one, Salager-Meyer (2010: 55-56) has also observed this practice in her analysis of book reviews. In our corpus, examples of these connectors are *aunque*, *no obstante* (cf. 77), *pero*, *pese*, *sin embargo*, in Spanish; whereas the connectors which have been catalogued in English are *but*, *despite* (cf. 76), *however*, and *while*.

(78) **ESP 2**, p. 395, para. 6.

**While** it can be understood why Basturkmen needed to limit the scope of her discussion of the research, it would have been helpful for her to have at least provided a bibliography of other relevant studies that speak to each of the theoretical concepts she addresses...

(79) **RSEL 2**, p. 639, para. 2.

**Pese a que el autor** no es consciente de ello, este nuevo fonema facilitará la relación genética del drávida con otras familias.

### 4.3.3 Affect

As stated before, *affect* is the least used of the attitude markers in the corpus. Being the most personal of the attitude markers, reviewers may limit its use (or omit it altogether) in order to maintain neutrality and avoid direct criticism of a fellow scholar's work. Concerning its grammatical structure, *affect* is often expressed by means of first person verbs, either in singular or plural forms. The English language

reviews use the pronoun *I* much more often than the pronoun *you*. On the contrary, Spanish does not favor the use of first person singular verbs because they are probably considered too direct or even arrogant. In other cases, a pronoun such as *one* may be used in English. A combination of a first person possessive determiner and a noun has also been recorded in English-language medical reviews by Salager-Meyer (2010: 57). Here are a few examples taken from the sub-corpora:

(80) **ESP 1**, p. 257, para 8.

**Depending on one's point of view**, however, this may be seen as less of a limitation than a promising area for future research.

(81) **JoP 3**, p. 2273-2274, para. 10.

**I was impressed** by the author's ability, which is especially apparent in the review of the theoretical literature, to draw out the main points and summarise them succinctly **in a way that would encourage me to put this work on reading lists** even for undergraduates, but certainly for graduate students.

(82) **RSEL 3**, p. 440, para. 11.

**Podemos decir**, pues, que *Lo que la preposición esconde* presenta de forma exhaustiva un recorrido a lo largo del aspecto léxico de los predicados verbales ilustrado a partir de las posibilidades que tienen estos predicados de tomar como argumentos sintagmas preposicionales.

(83) **PL 1**, p. 167, para. 4.

La elección de este subgrupo de la población gibraltareña **nos parece muy acertada por diversas razones**.

Attitudinal markers of *affect* are a common feature of those rhetorical moves which involve more evaluation, often appearing towards the end of the review. In the English-language sub-corpus, instances of affect have been frequently found within move 3 (*highlighting parts of the book*) and move 4 (*providing closing evaluation of the book*). Some of the most rhetorically effective reviews in the corpus generally start by building up the arguments in favor or against the book in Move 3. Move 4 then works

as the defining arena which makes or breaks the book. A convincing, well-structured argument typically combines two (or even all three types) of attitude markers, such as appreciation and judgement or appreciation and affect.

JoP 3 is a good model for the kind of appraisal-rich argumentation described above. The book under review is Barbara Soukup's "*Dialect Use as Interaction Strategy. A Sociolinguistic Study of Contextualization, Speech Perception, and Language Attitudes in Austria*". Throughout the text, the reviewer objectively criticizes different aspects of Soukup's study, such as her description of the status of dialects in Austria or her innovative approach to data collection. The following excerpt comprises most of move 4. The codes identify the types of attitude markers: +**AP**/**-AP** for appreciation, +**J**/**-J**, for judgement, and +**AF**/**-AF** for affect.

(84) **JoP 3 (Move 4)**, p. 2273-2274, paras. 9-10.

**The various aspects of Soukup's study are well designed and carefully executed, [+J] and complement each other very well. [+J] There are limitations [-AP] [...] but she is well aware of them [+J] and suitably cautious in her conclusions. [+J]**

**The book is written clearly and accessibly. [+AP]**

*I was impressed [+AF] by the author's ability, [+J] which is especially apparent in the review of the theoretical literature, to draw out the main points and summarise them succinctly... [+J]*

**Each step in the research process is described clearly so that the whole process is transparent and could easily be replicated... [+AP]**

**In fact, the different stages probably did not need to be explicitly flagged up as often as they are, [-AP] e.g. there is no real need for each chapter to start with a summary of the content since chapter 1 already provides a good overview of the rest of the book. [-AP]**

**That however is a minor point [+AP] and in my opinion [+AF] this work fulfils its overall aim very well...**

Notice how, whenever a negative aspect is highlighted, there is a shift to appreciation, the least personal of the attitude markers. The contrast between personal and impersonal forms is a telling sign of this shift: **There are** limitations [*Impersonal*:

no responsibility ascribed] but **she** is well aware of them [*Personal*: author recognized for noticing the limitation]. Instead of writing “*U q w m w r ø u " y q t m " j ä; u " o c p { "*” the reviewer has opted to tone down the author’s responsibility by giving predominance to her being aware of the limitations and subsequently making up for them. Finally, as mentioned above, *affect* is the marker with the lowest occurrence. It is a favorite means of introducing positive aspects of the book or giving *the good news* at the end of the review.

In the Spanish-language corpus, the model for a multifarious use of attitude markers comes from DS 3. The review evaluates Ann Montemayor-Borsinger’s “*Tema: Una perspectiva funcional de la organización del texto.*” It should be pointed out that this review does not delay evaluation until the closing moves; instead, it includes appraisal throughout the text. However, it is interesting as an example of the kind of evaluation which builds up progressively in order to be defined in move 4 through attitudinal markers of *appreciation*, *judgement* and *affect*.

(85) **DyS 3 (Moves 3 and 4)**, p. 419-420, paras. 6-10.

**Esta adaptación del tratamiento del *Tema* al español constituye un aporte importante...** [+AP]

**Otro aporte no menor**, [+AP] en este mismo sentido, **es la traducción que ofrece la autora** [+J] de los términos ingleses *Mode* y *Mood*.

**Un fuerte valor agregado a esta presentación lo constituye el generoso espacio dedicado a los ejemplos contrastivos entre varias lenguas...** [+AP]

**En este libro se transparentan los resultados de una vasta experiencia de investigación dedicada a las cuestiones de Tema-Rema...** [+AP]

**Ann Montemayor-Borsinger camina pues, a paso firme, en estos temas con un tratamiento seguro de la cuestión.** [+J]

**Es por todo esto que celebramos la publicación de este material.** [+AF]  
**Hacia falta un estudio que expusiera con profundidad, y al mismo tiempo sencillez**, [+AF] **el tan complejo tema del ‘Tema’, divulgado en ámbitos que llegan hasta el de los manuales de texto de enseñanza media,...** [+AP]



## 4. DISCUSSION AND CONCLUSIONS

Let us consider the first research question of this study:

*Is there variation at the macrostructural level in the use of moves and sub-functions in linguistics book reviews in English and Spanish?*

The results obtained from the analysis of the English-language and Spanish-language sub-corpora lend partial support to this question. Regarding the English-language sub-corpus, we found that one set of reviews did not vary while two sets varied at different extents. These three cases are briefly described below:

- 1) In four reviews (**ESP 1, ESP 2, ESP 3, JoP 1**), the moves occur in easily distinguishable sections which do not overlap in any way.
- 2) Another set of reviews (**DS 1, DS 2, DS 3, JoP 2**) vary from the 4-move framework outlined by Motta-Roth (1998: 35). This variation consists of a cyclical occurrence of sub-functions 7 and 9. These combined sub-functions merge synthesis of book sections with evaluation of positive and negative aspects.
- 3) In one of the reviews (**JoP 3**), there is complete omission of *move 3*, in which parts of the book are highlighted and evaluated.

The synthesis-evaluation merger described in the English-language sub-corpus has been observed in the Spanish-language corpus, too. Gea Valor (2000: 80-84) defines the prototypical structure of a book review as having the phases *introduction/ description/ evaluation/ conclusion*. However, there may be overlap of the *description* and *evaluation* sections as observed in our study. The effect of this merger in the Spanish-language rhetorical framework (López Ferrero, 2015: 271) is not reflected as

visibly as it is in the English-language framework. This may be derived from the fact that the English-language framework includes separate sub-functions for summarizing the topic of each chapter (*Move 2, SF 7*) and providing focused evaluation (*Move 3, SF 9*). Conversely, the Spanish-language rhetorical framework subsumes both of these functions into one: *Move 3, SF 5 Evaluation of strong and weak aspects of the book*. Nevertheless, the variation is very much present in both sub-corpora even if the Spanish-language framework does not reflect it as clearly.

In the Spanish-language sub-corpus, the main finding in regards to the macrostructure is the omission of *move 2, information about the author*. This move has been found to be missing in eight of the book reviews in the sub-corpus. The move is composed of two sub-functions: *SF 3, Information about the author in connection with the book* and *SF 6 . " C w v j q t ø . u* With reference to this point, Regueiro and Sáez (2013: 89) argue that academic reviews do not follow a single pattern and a feature of the genre is its wide choice of approaches and variants.

When we take into consideration the book reviews which exhibit the synthesis-evaluation cycle in both sub-corpora, the total number is 10: there are six reviews in the Spanish-language corpus (DyS 2, DyS 3, RSEL 1, RSEL 2, RSEL 3, PL 3) and four in the English-language corpus (DS 1, DS 2, DS 3, JoP 2) which follow the pattern. This is a majority by a meager difference (55.5%), but it is still a majority. The **synthesis-evaluation cycle** is represented in Figure 7.

Minor variations have been detected concerning the differences in the internal composition of the moves. In the English-language sub-corpus, it was found that the prototypical sub-function of move 1 is *SF 1, defining the general topic of the book*. This sub-function prevails in all the book reviews. The other four sub-functions are optional and often used in dual combinations with *SF 1*. These results counter Motta-

Roth's claim that sub-functions 1 and 5 are the prominent sub-moves of move 1 (Motta-Roth, 1998: 48-49).

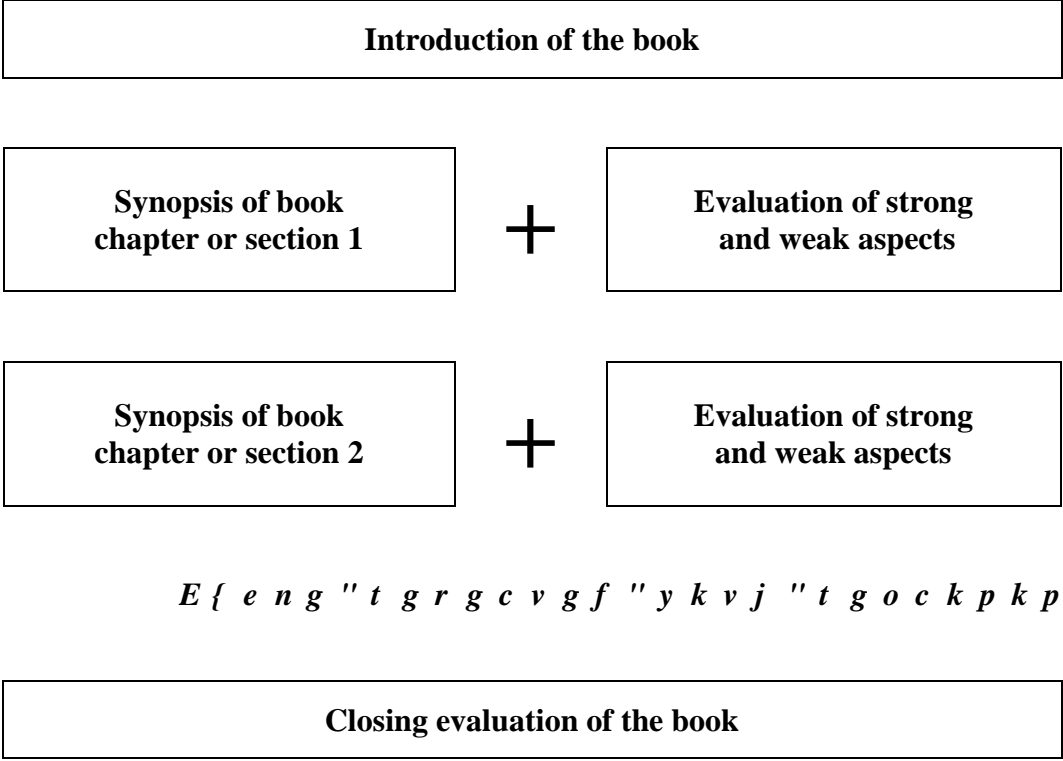


Figure 7. Synthesis-evaluation cycle in book reviews.

Regarding the variation in move 1 for the Spanish-language corpus, we found that all the book reviews made use of *SF1, introduction to the book*. This move performs the same role as *SF 1, defining the general topic of the book* in the English-language framework. There was more variation within sub-function 2, however. In this sub-function, the book is described by means of four possible components: *2A. Discipline, 2B. Theoretical framework, 2C. Synthesis of the organization, and 2D. Preview of contents*. The analysis of the sub-corpus has shown that the most frequent components are 2A, 2C, and 2D, while 2B is not used at all. The components of sub-function 2 typically appear on their own or combined in sets of two.

To conclude this discussion on the macrostructural findings, let us look at the general evaluation of the book reviews. In the English sub-corpus, the greatest number

of evaluations are neutral (six book reviews). Two of the evaluations are positive and one is negative. In comparison, the Spanish sub-corpus contains five neutral evaluations and four positive ones. None of the final evaluations are negative. These results point to a difference in the expression of subjectivity between the reviewer's cultures. In the Spanish-speaking world, direct criticism may be misinterpreted as a threat to the author (Alcaraz Ariza, 2008: 48) and thus it is to be worded in a more indirect way or completely avoided. This more critical position of English-language book reviews may explain why attitudinal markers of *negative judgement* are more common in the English-language sub-corpus and why *appreciation* is the marker of choice when negative evaluation is the goal in the Spanish-language sub-corpus. In three of the reviews, the instances of judgement surpass the markers of appreciation. This phenomenon has no counterpart in the Spanish-language corpus, where *appreciation* is always the main type of appraisal.

This section of the discussion treats the second research question of our study:

*Do English and Spanish book reviews express appraisal markers of affection, judgment, and appreciation in different ways?*

The results show a high number of similarities concerning the attitude markers in the English-language and Spanish-language corpora. First, when the three types of attitudinal markers are ranked by frequency of use, the results are comparable: **1. Appreciation, 2. Judgement, 3. Affect**. Even though the number of instances differ between corpora (higher counts in the English corpus), the order stays the same in both. These results are similar to the ones obtained by Oliver del Olmo (2015: 296) in her analysis of medical articles in English and Spanish.

The high frequency of use of *appreciation* across the sub-corpora corresponds with its diverse functions. Here is a summary of the main functions:

- Praising the innovative nature of the approach developed by the book.
- Highlighting the most important contribution of the book.
- Assessing the quality and impact of the extra material.
- Describing possible applications of the book for its readership.
- Evaluating the scope, relevance or organization of the contents.
- Drawing attention to limitations of the book as a whole (or any of its chapters) by describing the observed flaw or suggesting a hypothetical solution.

Markers of *judgement* are predominantly used to evaluate the author positively. Nevertheless, if *judgement* (or any other attitude marker for that matter) conveys negative appraisal, it is typically followed by one or more instances of positive evaluation. In connection with this matter, Salager-Meyer (2010: 56) has observed that “negative comments are almost always followed by positive remarks that are generally preceded by contrastive connectors [such as the ones catalogued in this study].” The author adds that book reviews in today’s academia never end on a negative note. This is characteristic of book reviews in linguistics and other areas of knowledge (Salager-Meyer, 2010: 55-58).

A slight difference in the use of attitudinal markers of *affect* has been found in the sub-corpora. The English-language sub-corpus comprises 30 instances of *affect*. In contrast, the Spanish-language sub-corpus contains fifteen. This may suggest a more impersonal approach to evaluation on the part of the Spanish-speaking reviewers

associated with the different treatment of subjectivity and critical stance cited above. A complementing explanation argues that the use of first person pronouns decreases the force of the criticism as the reviewer steps out of his/her role of expert to temporarily become an ordinary reader (Salager-Meyer, 2010: 57).

The analysis of these findings has allowed us to reach the following conclusions. At the macrostructural level, we found that almost 60 percent of the book reviews in both of the sub-corpora shared a variation regarding the way the contents of the book are summarized and assessed (Gea Valor, 2000: 80-84; Suárez & Moreno, 2008: 156). This variation, dubbed the **synthesis-evaluation merger**, defines one of the macrostructural trends: the instances of evaluation in this type of reviews appear throughout each one of the rhetorical moves instead of being confined to specific parts of the text. In opposition to this macrostructural trend, we described a second one which primarily summarizes the contents of the book in the first part of the review and then moves on to a focused evaluation of strengths and weaknesses in moves 3 and 4.

In the analysis of the corpus, it was observed that most of the reviewers who opted for the synthesis-evaluation merger were dealing with edited compilations. Taking into account the special characteristics of these works, in which chapters are written by different authors and each contribution develops a topic independently, the reviewer may have considered a synthesis-evaluation cycle of each chapter to be a more effective approach before attempting a global evaluation of the book. A future study of the book review genre should examine the reviewers' writing process and the rationale behind their decisions, whether these respond to personal preferences or external restrictions, such as journal-specific editorial guidelines.

Concerning the use of attitude markers and the expression of appraisal in book reviews, this study found the order of occurrence of attitude markers to be similar in the

English and Spanish texts. The most common markers belonged to the category of *appreciation*, whereas the least common markers belonged to the category of *affect*; *judgement* appeared in the middle of the previous categories. This order of occurrence is in line with the findings by scholars who justify impersonal means of inscribing attitude (e.g. *appreciation*) in academic evaluation in order to circumvent the possible repercussions of direct criticism (Salager-Meyer, 2010: 56-57; Hood, 2012: 59-60; Oliver del Olmo, 2015: 297).

Even though the attitudinal categories followed the same order in both sub-corpora, our study found one crucial difference in how attitude markers were used in each language. This difference concerns especially *judgement* and *affect* markers. In the Spanish-language sub-corpus, these two markers were primarily a means of conveying positive attitude towards the author(s). In contrast, it was not unusual to find criticism being expressed (cf. DS 1, ESP 2, JoP 3) by means of *judgement* and *affect* markers in the English-language sub-corpus.

The prevalence of negative attitudinal markers in the English-language sub-corpus (such as negative *judgement* and *affect*) in combination with more instances of negative attitude markers in every category, and a higher occurrence of neutral and negative evaluations at the end of the reviews (cf. Table 8 above) suggest a cultural difference in the evaluation of scholarly sources. These disparities support the view that the Anglo-Saxon and Spanish-speaking cultures understand and express criticism differently. While open criticism may be interpreted as a direct threat to the author in Spanish-language academia, the Anglo-Saxon culture considers direct criticism an objective method of advancing academic debate; therefore, it is encouraged (Alcaraz Ariza, 2008: 48; Regueiro and Sáez, 2013: 89; Salager-Meyer, 2010: 56-57).

This study has described structural variations within the rhetorical moves of the book review genre. Additionally, the study has offered evidence of different approaches to expressing evaluation and criticism in Anglo-Saxon and Spanish-speaking academic cultures, both in Peninsular and Latin American Spanish. Despite the thoroughness of our analysis at the macrostructural and microlinguistic levels, we are aware of the limited scope imposed by the number of reviews in our corpus. In order to obtain more conclusive results and confirm the trends which have been observed, upcoming studies should compile a larger corpus which includes book reviews from areas of knowledge outside linguistics and language studies.

Moreover, our analysis of appraisal has focused on categorizing the attitude markers, describing some of their functions in evaluating academic sources, and discovering possible links between rhetorical moves and the expression of attitude. We recognize, however, the richness and complexity of the appraisal system to further investigate the linguistic and rhetorical resources for evaluating scholarly works. Future studies should investigate how reviewers employ specific linguistic resources (e.g. nouns, adjectives and adverbs) to show involvement or detachment when evaluating the work of a fellow scholar.

This study hopes to enrich the existing understanding of the book review genre and provide real models for academic scholars for whom English and Spanish are their second languages. The trends observed here should be confirmed by larger corpora involving multi-discipline sources, a more detailed analysis of appraisal resources, and a survey of the choices made by reviewers during their writing process. Our analysis has envisioned a diverse range of readers who may benefit from the findings reported herein. First, advanced students of L2 English and Spanish, for whom models of actual academic genres may prove valuable in developing their writing. Secondly, scholars in



formation who are eager to enter the academic world and can practice their writing skills by means of a short genre such as the book review. Lastly, experienced scholars who ought to stay abreast of developments in the diverse genres of the academic world. Our study can help these three groups in two main areas: On the one hand, our rhetorical analysis may help these three groups in experimenting with different variations when constructing a review; on the other hand, our comparison of attitudinal resources will offer junior scholars valuable insight into the effects of cultural traditions in the expression of evaluation in academia.

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## Appendix 1. Bibliographical information

The following tables show the bibliographical information for the BRs in the English-language and Spanish-language sub-corpora.

### English-language sub-corpus

Code	Reviewer + Affiliation	Book reviewed	Source
DS 01	<b>Elaine W. Vine</b> School of Linguistics and Applied Language Studies, Victoria University of Wellington, N.Z	Müller, S. (2005). <i>Discourse Markers in Native and Non-native English Discourse</i> . Amsterdam/Philadelphia, PA: John Benjamins, xviii+ 290 pp.	<i>Discourse Studies</i> 2007 (9): 703-705.
DS 02	<b>Joseph Burridge</b> Independent scholar	Freitas, E.S.L. (2008). <i>Taboo in Advertising</i> . Amsterdam: John Benjamins. xix + 214 pp.	<i>Discourse Studies</i> 2009 (11): 257-259.
DS 03	<b>Kieran A. File</b> , School of Linguistics and Applied Language Studies, Victoria Univ. of Wellington.	Cotter, C. (2010). <i>News Talk</i> . Cambridge: Cambridge University Press. xiii + 280 pp.	<i>Discourse Studies</i> 2011 (13): 389-390.
ESP 01	<b>Brad Horn</b> Dept. of Applied Linguistics, Northern Arizona University.	Swales, J.M. (2004). <i>Research Genres. Exploration and Application</i> . Cambridge: Cambridge University Press. 314 pp.	<i>English for Specific Purposes</i> , 26 (2007): 255–257
ESP 02	<b>Thomas A. Upton</b> Dept. of English, Indiana University, Purdue University, Indianapolis	Basturkmen, H. (2006). <i>Ideas and Options in English for Specific Purposes</i> . Mahwah, NJ: Lawrence Erlbaum, 2006. 200 pp.	<i>English for Specific Purposes</i> , 26 (2007): 393–396.

<b>Code</b>	<b>Reviewer + Affiliation</b>	<b>Book reviewed</b>	<b>Source</b>
ESP 03	<b>Gigi Taylor</b> UNC Writing Center, North Carolina, USA	Swales, J.M. & Feak, C.B. (2009). <i>Abstracts and the Writing of Abstracts</i> . Ann Arbor, MI: University of Michigan Press, 88 pp. <hr/> Swales, J.M. & Feak, C.B. (2009). <i>Telling a Research Story. Writing a Literature Review</i> . Ann Arbor, MI: University of Michigan Press, 98 pp.	<i>English for Specific Purposes</i> , 29 (2010): 148–150.
JoP 01	<b>Geoffrey Leech</b> Dept. of Linguistics and Modern English Language, Lancaster University, UK.	Lewandowska-Tomaszchuk, B. (Ed.) (2003). <i>PALC 2001: Practical Applications in N c p i w c i g " E q t r Studies in Language 7</i> . Frankfurt am Main: Peter Lang. 356 pp.,	<i>Journal of Pragmatics</i> 38 (2006): 1141-1143.
JoP 02	<b>Richard Coates</b> School of Languages, Linguistics and Area Studies, Univ. of the West of England, Bristol, UK.	Faarlund, J.T. (2004). <i>The Syntax of Old Norse</i> . Oxford: Oxford University Press.	<i>Journal of Pragmatics</i> 39 (2007): 2093-2094.
JoP 03	<b>Winifred V. Davies</b> Dept. of European Languages, Aberystwyth University, Wales, United Kingdom.	Soukup, B. (2009). <i>Dialect Use as Interaction Strategy. A Sociolinguistic Study of Contextualization, Speech Perception, and Language Attitudes in Austria</i> . Vienna: Braumüller. 266 pp.	<i>Journal of Pragmatics</i> 43 (2011): 2272-2274.

## Spanish-language sub-corpus

Code	Reviewer + Affiliation	Book reviewed	Source
DyS 01	<b>Marcela A. Serra P.</b> Universidad Nacional de Córdoba, Argentina.	Elizalde, L.H, Fernández Pedemonte, D. & Riorda, M. (2006). <i>La construcción del consenso. Gestión de la comunicación gubernamental</i> . Buenos Aires: La Crujía Ediciones. 320 pp.	<i>Discurso y Sociedad</i> 1 (3), 2007: 538-542.
DyS 02	<b>Francisco J. Rodríguez Muñoz</b> Universidad Pompeu Fabra, Barcelona.	Van Dijk, Teun A. (Ed.). (2007). <i>Racismo y discurso en América Latina</i> . Barcelona: Gedisa. 423 pp.	<i>Discurso y Sociedad</i> , 1 (4) 2007, 716-721.
DyS 03	<b>Nora Muñoz</b> Universidad Nacional del Sur, Bahía Blanca, Argentina.	Montemayor-Borsinger, A. (2009). <i>Tema. Una perspectiva funcional de la organización del discurso</i> . Buenos Aires: Eudeba.	<i>Discurso y Sociedad</i> , 5 (2): 2011: 417-421.
RSEL 01	<b>Mar Cruz Piñol</b> Universidad de Barcelona.	Gutiérrez Araus, M.L. (2004). <i>Problemas fundamentales de la gramática del español como 2/L</i> . Madrid: Arco/Libros. 304 pp.	<i>Revista Española de Lingüística</i> , 35 (2) 2005: 637-639.
RSEL 02	<b>José Andrés Alonso de la Fuente</b> Universidad Complutense de Madrid.	Krishnamurti, B. (2003). <i>The Dravidian Languages</i> . Cambridge: Cambridge Univ. Press. xxiv + 574 pp.	<i>Revista Española de Lingüística</i> , 35 (2) 2005: 639-642
RSEL 03	<b>Silvia Gumiel and Juan Romero</b> Universidad de Alcalá.	Horno Chéliz, M.C. (2002). <i>Lo que la preposición esconde. Estudio sobre la argumentali- dad preposicional en el predi- cado verbal</i> . Zaragoza: Pren- sas Universitarias. 477 pp.	<i>Revista Española de Lingüística</i> , 36 (2006): 437-440.
PL 01	<b>Carmen Fernández Martín</b> Univ. de Cádiz, Depto. de Filología Francesa e Inglesa.	Levey, D. (2008). <i>Language Change and Variation in Gibraltar</i> . Amsterdam / Philadelphia: John Benjamins Pub. 192 pp.	<i>Pragmalingüística</i> , 17 (2009): 166-170

<b>Code</b>	<b>Reviewer</b> + Affiliation	<b>Book reviewed</b>	<b>Source</b>
PL 02	<b>Bárbara Eizaga Rebollar</b> Univ. de Cádiz, Depto. de Filología Francesa e Inglesa.	Gunter, S., Östman, J.O. & Verschueren, J. (2009). <i>Culture &amp; Language Use</i> . Amsterdam/Philadelphia, John Benjamins Pub. 280 pp.	<i>Pragmalingüística</i> , 19 (2011), 145-148
PL 03	<b>Francisco Manuel Rivera Callado</b> Univ. de Cádiz, Depto. de Filología Francesa e Inglesa.	Östman, J.O. & Verschueren, J. (2009). <i>Key Notions for Pragmatics</i> . Amsterdam / Philadelphia, John Benjamins Pub. 254 pp.	<i>Pragmalingüística</i> , 19 (2011), 152-155

## Appendix 2. Word counts

The tables below include the word counts for the BRs in both sub-corpora.

### English-language sub-corpus

Code	Book reviewed	N. of words
DS 01	Müller, S. (2005). <i>Discourse Markers in Native and Non-native English Discourse</i> . Amsterdam / Philadelphia, PA: John Benjamins, xviii+290 pp.	1323
DS 02	Lucas Freitas, E.S. (2008). <i>Taboo in Advertising</i> . Amsterdam: John Benjamins. xix + 214 pp.	1054
DS 03	Cotter, C. (2010). <i>News Talk</i> . Cambridge: Cambridge University Press. xiii + 280 pp.	987
ESP 01	Swales, J.M. (2004). <i>Research Genres. Exploration and Application</i> . Cambridge: Cambridge University Press. 314 pp.	1535
ESP 02	Basturkmen, H. (2006). <i>Ideas and Options in English for Specific Purposes</i> . Mahwah, NJ: Lawrence Erlbaum, 2006. 200 pp.	1937
ESP 03	Swales, J.M. & Feak, C.B. (2009). <i>Abstracts and the Writing of Abstracts</i> . Ann Arbor, MI: Univ. of Michigan Press, 88 pp. <hr/> Swales, J.M. & Feak, C.B. (2009). <i>Telling a Research Story. Writing a Literature Review</i> . Ann Arbor, MI: Univ. of Michigan Press, 98 pp.	1745
JoP 01	Lewandowska-Tomaszchuk, B. (Ed.) (2003). <i>PALC 2001: Practical Applications in Language</i> . Frankfurt am Main: Peter Lang. 356 pp.	969
JoP 02	Faarlund, J.T. (2004). <i>The Syntax of Old Norse</i> . Oxford: Oxford University Press.	693
JoP 03	Soukup, B. (2009). <i>Dialect Use as Interaction Strategy. A Socio-Linguistic Study of Contextualization, Speech Perception, and Language Attitudes in Austria</i> . Vienna: Braumüller. 266 pp.	2299

**Combined word count: 12,542**

**M = 1,393.55**



## Spanish-language sub-corpus

Code	Book reviewed	N. of words
DyS 01	Elizalde, L.H, Fernández Pedemonte, D. & Riorda, M. (2006). <i>La construcción del consenso. Gestión de la comunicación gubernamental</i> . Buenos Aires: La Crujía Ediciones. 320 pp.	1387
DyS 02	Van Dijk, Teun A. (Ed.). (2007). <i>Racismo y discurso en América Latina</i> . Barcelona: Gedisa. 423 pp.	2041
DyS 03	Montemayor-Borsinger, A. (2009). <i>Tema. Una perspectiva funcional de la organización del discurso</i> . Buenos Aires: Eudeba.	1495
RSEL 01	Gutiérrez Araus, M.L. (2004). <i>Problemas fundamentales de la gramática del español como 2/L</i> . Madrid: Arco/Libros. 304 pp.	1096
RSEL 02	Krishnamurti, B. (2003). <i>The Dravidian Languages</i> . Cambridge: Cambridge Univ. Press. xxiv + 574 pp.	1629
RSEL 03	Horno Chéliz, M.C. (2002). <i>Lo que la preposición esconde. Estudio sobre la argumentalidad preposicional en el predicado verbal</i> . Zaragoza: Prensas Universitarias. 477pp.	1418
PL 01	Levey, D. (2008). <i>Language Change and Variation in Gibraltar</i> . Amsterdam / Philadelphia: John Benjamins Pub. 192 pp.	2855
PL 02	Gunter, S., Östman, J.O. & Verschueren, J. (2009), <i>Culture &amp; Language Use</i> . Amsterdam/Philadelphia, John Benjamins Pub. 280 pp.	1830
PL 03	Östman, J.O. & Verschueren, J. (2009). <i>Key Notions for Pragmatics</i> . Amsterdam / Philadelphia, John Benjamins Pub. 254 pp.	1862

**Combined word count: 15,613**

**M = 1,734.77**